ED 448 263   AA 001 329

Resources in Education (RIE). Volume 36, Number 6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

"Resources in Education" (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1000 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. The electronic version of the ERIC database contains data fields in addition to those appearing in the printed journal, e.g., geographic source, target audience, etc. (CRW/WTB)

ED 448 264   CE 078 594

McGrail, Loren, Ed.; Purdom, Laura, Ed.; Schwartz, Rick, Ed.; Simmons, Allison, Ed.
Adventures in Assessment: Learner-Centered Approaches to Assessment and Evaluation in Adult Literacy, 1991-1998.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Bureau of Adult Education.
PUB DATE- 98
NOTE- 881p.; Published annually. This document consists of the first eleven issues of this journal.
LANGUAGE- English
EDRS Price- MF06/PC36 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; *Alternative Assessment; Annotated Bibliographies; Check Lists; Diagnostic Tests; Educational Practices; Educational Research; *Evaluation Methods; Learning Activities; *Literacy Education; Miscue Analysis; Nursing Homes; Program Evaluation; Questionnaires; Records (Forms); Screening Tests; Student Educational Objectives; *Student Evaluation; Theory Practice Relationship; Workplace Literacy; Writing Skills
IDENTIFIERS- Massachusetts; *Student Centered Assessment

"Adventures in Assessment" is an annual journal of the system for Adult Basic Education Support (SABES), a comprehensive training and technical assistance initiative for adult literacy educators and programs. SABES accomplishes this goal through

Westin, Susan S.
Trade Adjustment Assistance: Trends, Outcomes, and Management Issues in Dislocated Worker Programs. Report to the Chairman and Ranking Minority Member, Committee on Finance, U.S. Senate.
PUB DATE- 00
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Comparative Analysis; Delivery Systems; *Dislocated Workers; Educational Legislation; Educational Needs; Educational Policy; Educational Trends; Enrollment Trends; Federal Legislation; *Federal Programs; Financial Support; Manufacturing Industry; Needs Assessment; Outcomes of Education; Participation; Policy Formation; *Program Effectiveness; Public Policy; Relevance (Education); *Retraining; *Skilled Occupations; Transitional Programs; Trend Analysis; *Vocational Education
IDENTIFIERS- North American Free Trade Agreement; *Trade Adjustment Assistance Program

To assess the effectiveness of the Trade Adjustment Assistance and North American Free Trade Agreement (NAFTA) Transitional Adjustment Assistance programs, the General Accounting Office (GAO) reviewed available Department of Labor program data and surveyed 20 states representing about 76% of all workers certified under the two programs in fiscal years 1994-1999. The number of workers certified under the programs peaked at about 228,000 in 1999. Program services and benefits payments during the 5 years totaled $1.3 billion. Limited data on program outcomes during and after program participation made it difficult to evaluate the programs' effectiveness. It was recommended that the Trade Adjustment Assistance program be expanded to include secondary workers who supply inputs to firms adversely affected by trade and to workers who lose their job because an employer shifted production to any country outside the Untied States. The following issues affecting delivery of assistance to trade-impacted workers were identified: standardizing worker eligibility rules, placing time limits on training enrollment, and improving program administration. (The following items are appended: characteristics of 1999 program benefit recipients; objectives, scope, and methodology of the GAO assessment; comments from the U.S. Department of Labor; and list of GAO contacts and staff acknowledgments.) (MN)

ED 448 282 CE 081 042

Bidwell, Sheri E.
Project-Based Learning for Cosmetology Students.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.
PUB DATE- 00
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Articulation (Education); Behavioral Objectives; Business Administration; Career Development; Career Exploration; Classroom Techniques; Competence; *Competency Based Education; Computer Uses in Education; *Cosmetology; Definitions; Education Work Relationship; Educational Objectives; Educational

education classroom have an opportunity to make this a valuable experience for these young people. Factors for educators in these settings to consider are the following: the stages of adolescent development; risk and resilience factors; and how to apply an understanding of risk and resilience to an educational setting. Educational practices that may prove positive include the following: (1) see any interaction as an opportunity; (2) take a caring, friendly, open and unhurried approach; (3) listen to the young person and provide positive feedback; (4) acknowledge and compliment them for turning up, discussing sensitive issues, and making an effort; (5) positively reframe; (6) model respect for the young person's life experience and insight; and (7) lend firm, fair, and consistent control. (KC)

ED 448 300 CE 081 061

McClimont, Julie
Moving the Margins: Successful Programs for Marginalised Youth.
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- 00
NOTE- 5p.; ARIS Resources Bulletin is published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Adolescents; Adult Basic Education; *Competency Based Education; *Curriculum; *Dropouts; Education Work Relationship; Foreign Countries; High Risk Students; High School Equivalency Programs; Outcomes of Education; Program Effectiveness; *Program Implementation; Relevance (Education); Student Interests; *Teaching Methods; *Young Adults
IDENTIFIERS- Australia; Certificates of General Educ Adults (Australia); Salvation Army

The Salvation Army Brunswick (Australia) Job Placement and Training (JPET) project was first established as a recreational project for connecting workers with young people, but it grew to address the educational needs of at-risk youth. Staff working in the program follow a non-conflict, adult education model, emphasizing the development of a cooperative, supportive environment where students establish their own learning goals and are expected to take responsibility and make decisions regarding their learning, attendance, participation, and progress in the program. The curriculum allows the flexibility to incorporate interest-based topics and varied content. Competency-based assessment allows students to have existing skills recognized and to be assessed on their own timetable. Students are granted much-coveted certificates upon completion of the program. Successful programs have incorporated cooking, arts, crafts, and music and running a youth company selling herb garden kits. (KC)

ED 448 301 CE 081 068

Mezirow, Jack, Ed.
Learning as Transformation: Critical Perspectives on a Theory in Progress. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 00
NOTE- 371p.; Book grew out of the National Conference on Transformative Learning (1st, New York, NY, April 1998).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Development; Adult Education; Classroom Techniques; *Learning Strategies; *Learning Theories; Teacher

Education; Experiential Learning; Guidelines; High Schools; Home Economics Skills; Human Resources; Information Sources; Innovation; Internet; Interpersonal Competence; Job Skills; *Leadership; Lesson Plans; Life Events; Money Management; Occupational Home Economics; Personnel Management; Resou *Family and Consumer Sciences; Family Career and Community Leaders of America; Goal Setting; *Texas
IDENTIFIERS- *Family and Consumer Sciences; Family Career and Community Leaders of America; Goal Setting; *Texas

This teacher's instructional guide, which is part of a family and consumer sciences education series focusing on a broad range of employment opportunities, is intended to assist teachers responsible for teaching one- and two-year management programs for Texas high school students. The following are among the items included: (1) introductory materials (course description; overview of course design; list of facilities, equipment, and resources; information about Family, Career, and Community Leaders of America; instructions for using the guide); (2) pertinent Texas Essential Knowledge and Skills; (3) sample block plans and block planning master; (4) recommended instructional strategies; (5) supervised career connections experiences; (6) blended activities; (7) creative ideas for presenting the material; (8) list of 58 resources; and (9) 109 teaching aids. The following are among the topics covered in the program: the decision-making process; the goal setting process as a management tool; skills, characteristics, and responsibilities of leaders and effective team members; effective practices for managing time, energy, and money; personal risk management; environmental resource management; human resource management; multiple roles within the life span; management techniques requirements when assuming multiple roles; interpersonal skills in managing roles; components of responsible behavior; employability skills; and supervised career connections experience. (MN)

ED 448 317   CE 081 088

Wonacott, Michael E.
The Workforce Investment Act and CTE Career and Technical Education . In Brief: Fast Facts for Policy and Practice No. 6.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Admission Criteria; Adult Basic Education; Adult Education; Adult Learning; Career Counseling; Career Development; Career Planning; Comparative Analysis; Counseling Services; *Delivery Systems; Dislocated Workers; Educational Finance; Educational Legislation; *Employment Services; *Federal Legislation; Financial Support; Government Role; Job Training; *Labor Force Development; Lifelong Learning; Postsecondary Education; Program Administration; Program Design; Program Evaluation; Program Implementation; *Public Policy; Secondary Education; Vocational Education; Youth Programs
IDENTIFIERS- Individual Training Accounts; Job Training Partnership Act Amendments 1992; *Workforce Investment Act 1998

In July 2000, the Workforce Investment Act (WIA) of 1998 officially replaced the Job Training Partnership Act (JTPA). WIA requires individual assessment of skill levels and service related problems faced by individuals in the third age are explained. Adjustment problems arising from transitions associated with the third age are discussed along with the following factors that may influence older clients differently: confidence levels, geographic mobility, gender differences, social class differences, and differences unique to the current generation. The following types of differences between older and younger adults are considered together with the implications of these differences for career guidance providers: job search; importance of work/role/activity; need for a richer, more personally satisfying life; and financial security. The main option areas for the following groups of third-age clients are listed: redundant individuals, retirees, employees, and unemployed individuals. Twelve key determinants of quality provision for third-age clients, including the following, are listed: close teamwork between major provider organizations and key players; development of local exemplars; and staff sensitivity to third-age issues. Concluding the document are seven recommendations and action points for consideration at the national and local levels. (MN)

ED 448 334   CE 081 111

Munro, Mary; Elsom, David
Choosing Science at 16: The Influence of Science Teachers and Career Advisers on Students' Decisions about Science Subjects and Science and Technology Careers. NICEC Briefing.
SPONS. AGENCY- Department for Education and Employment, London (England).
PUB DATE- 00
NOTE- 8p.; Funding also provided by the Engineering Employers' Federation, the Engineering and Marine Training Authority, the Royal Academy of Engineering, and Salters' Institute of Industrial Chemistry.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; Attitude Change; Career Awareness; *Career Choice; Career Counseling; Career Education; Career Exploration; Case Studies; Change Strategies; Classroom Techniques; *Course Selection (Students); Educational Attitudes; Educational Opportunities; Educational Policy; Employment Opportunities; Enrollment Influences; Enrollment Trends; Extracurricular Activities; Foreign Countries; Guidelines; Information Dissemination; Learning Activities; Marketing; National Surveys; Policy Formation; Postsecondary Education; Public Policy; *School Counselors; *Science Careers; *Science Teachers; Secondary Education; Student Attitudes; Student Recruitment; *Teacher Role; Technical Occupation Educational Marketing; Impact Studies; *United Kingdom
IDENTIFIERS- Educational Marketing; Impact Studies; *United Kingdom

The influences of United Kingdom (UK) science teachers and careers advisers on students' decisions about science subjects and science and technology (S&T) careers were examined through a survey completed by 155 (55% of the target sample) career advisers to year 11 pupils in 7 careers service companies and case studies of a sample of 6 diverse schools located throughout the UK. Follow-up interviews with managers in each company were also conducted. Science teachers appeared to have a major influence on pupils' motivation toward and employment in science. This influence was exerted in the following ways: experiences in sciences classrooms; extracurricular activities initiated by science departments; and information about the

Illinois Occupational Skill Standards: Automotive Technician Cluster.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 00
NOTE- 181p.; For other skill standards, see CE 080 474-492 and CE 081 161-167.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Advisory Committees; *Auto Mechanics; Behavioral Objectives; Competence; Competency Based Education; Definitions; Education Work Relationship; Educational Benefits; Educational Needs; Educational Objectives; Electrical Systems; Electronic Equipment; Employment Potential; Employment Qualifications; Engines; Equipment Maintenance; Equipment Utilization; Evaluation Criteria; Glossaries; Guidelines; Job Performance; Job Skills; Job Training; Labor Force Development; Models; Motor Vehicles; Occupational Clusters; *Performance Based Assessment; Postsecondary Education; Power Technology; Program Guides; Repair; Secondary Education; Skilled Occupations; *State Standards; Statewid *Illinois
IDENTIFIERS- *Illinois

This document, which is intended as a guide for work force preparation program providers, details the Illinois occupational skill standards for programs preparing students for employment in occupations in the automotive technician cluster. The document begins with overviews of the Illinois perspective on occupational skill standards and credentialing, the process used to develop the skill standards, and assumptions underlying the standards. Presented next are skill standards for 68 tasks performed by automotive technicians. Each skill standard statement contains the following components: (1) the actual skill standard (including the conditions of performance, work to be performed, and performance criteria); (2) performance elements and assessment criteria; and (3) a recommended assessment and credentialing approach. The 68 tasks covered are all related to diagnosing, repairing, and maintaining the following automotive systems and components: engines; automatic transmissions and transaxles; manual drive trains and axles; suspensions and steering; brakes; electrical/electronic equipment; and heating and air conditioning. The following items are appended: glossary; list of Illinois Occupational Skill Standards and Credentialing Council members; list of Transportation, Distribution, and Logistics Subcouncil members; list of Mechanical Drafting Cluster Standards Development Committee members; Transportation, Distribution, and Logistics Subcouncil Automotive Technician Cluster skill standards recognition proposal; and list of necessary workplace skills. (MN)

ED 448 352 CE 081 163

Illinois Occupational Skill Standards: Court Reporter/Captioner.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 00
NOTE- 44p.; For other skill standards, see CE 080 474-492 and CE 081 161-167.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

not licensed; and (5) how misunderstanding can occur in counseling without the presence of visual clues. It is important for practitioners to stay current with the evolution of Internet counseling and to prepare the next generation of counselors for the ethical obligations, legal considerations, and methodologies of this means of counseling. (Contains 26 references.) (JDM)

ED 448 370   CG 030 538

Miller-Perrin, Cindy L.
An Introduction to Child Maltreatment: A Five-Unit Lesson Plan for Teachers of Psychology in Secondary Schools.
PUB DATE- 00
NOTE- 30p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; *Child Neglect; Course Content; Curriculum Design; *Lesson Plans; Prevention; Psychology; *Secondary School Students; Secondary Schools; Sexual Abuse

This curriculum was designed to provide teachers of psychology in secondary schools with information concerning teaching about child maltreatment. The materials contain information about child abuse and neglect that they can incorporate into their teaching. The curriculum contains a procedural outline that includes five lesson plans targeting the major content areas in the field of child maltreatment. The topics include: (1) definitions and rates of child maltreatment; (2) factors associated with child maltreatment; (3) the effects associated with child maltreatment; (4) responding to child maltreatment; and (5) preventing child maltreatment. Teaching actions, discussion questions, and group activities are given for each area. An extensive resource list is included, which cites 8 films on physical abuse; 12 films on child sexual abuse; 4 films on child neglect; 10 Web sites on child abuse; and 20 titles of books for young adults on child abuse. (JDM)

ED 448 371   CG 030 542

Robinson, Gail K.; Barrett, Marihelen; Tunkelrott, Traci; Kim, John
School-Based Mental Health Services under Medicaid Managed Care: Policy Report.
PUB DATE- 00
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cooperation; *Delivery Systems; Elementary Secondary Education; Feasibility Studies; Financial Support; Government Role; Government School Relationship; *Integrated Services; *Mental Health Programs; School Psychologists
IDENTIFIERS- *Medicaid

This document reviews how schools and providers of school-based mental health programs have implemented managed care contracts with Medicaid managed care organizations. Observations were made at three sites (Albuquerque, NM; Baltimore, MD; New London, CT) where school-based mental health services were provided by Medicaid organizations. Following background

ED 448 391 CG 030 602

Grimm, Julia Pecnik; Bassett, Rodney L.

Clergy as Counselors: "The Sleeping Giant" Revisited.

PUB DATE- 00

NOTE- 20p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000). "This study was supported in part by an Individual Development Award from the State of New York/United University Professional Development and Quality of Working Life (PDQWL) Committee."

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Clergy; *Counseling; *Counseling Effectiveness; Counselor Training; *Role; Trend Analysis

IDENTIFIERS- United States (Northeast)

This study attempted to determine how effective clergy are as counselors. Clergy (N=131) from a 7 county area in the Northeast were asked to provide information on their counseling practices, including presenting problems brought to counseling and the counseling techniques they used. A self-appraisal of their effectiveness was obtained. Contrary to expectations, few differences were noted between rural and urban counseling practices. Overall, the data suggested that clergy counseling practices were remarkably similar to those reported in the last two decades. Clergy continue to actively provide counseling services at about the same frequency as previously reported. The nature of the presenting problems, seen both frequently and infrequently, is also similar to those reported earlier. There is an indication that clergy today are somewhat better educated than their predecessors; however, a clear desire for additional training continues to be voiced. Since clergy will likely continue to be valuable partners in the mental health field, enhancing their training will be an important goal. Monitoring clergy counseling practices is a valuable measure, especially since the impact and effect of managed health care are not clearly known. (Contains 2 tables and 18 references.) (JDM)

ED 448 392 CG 030 604

Goldstein, William N.

A Primer for Beginning Psychotherapy. Second Edition.

PUB DATE- 01

NOTE- 131p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Classification; Counseling; *Counseling Theories; *Interpersonal Relationship; Neurosis; Patients; Professional Services; Psychosis; *Psychotherapy; Suicide; *Therapists

IDENTIFIERS- Borderline Personality Disorder; Narcissism

This book provides a practice guide for students and mental health professionals who provide psychotherapy. It begins by looking at who the patients are and discussing why they come for therapy. A classification system divides all patients into one of four large groups: (1) normal-neurotic; (2) narcissistic; (3) borderline; and (4) psychotic. This system is used throughout the book. Comparisons are made regarding each

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Data Analysis; Educational Research; Middle Schools; *Parent Participation; *Parent Teacher Cooperation; *Reading Achievement; *Reflective Teaching; *Student Motivation; Student Surveys; Teacher Researchers
IDENTIFIERS- Parent Surveys

A research study conducted by a classroom teacher explored the question of to what extent increased parent involvement through increased parent-teacher communication will act as a motivating factor for students in a seventh-grade reading classroom and whether this will relate positively to student success in reading. Parents and children took turns reading to each other for a minimum of five minutes a night, three times per week for eight weeks. Finds an overall positive effect--students did more of their homework, and received good quiz and test scores. By these more positive actions, the level of success was raised for the class in general. Also, parents' comments on surveys were all positive. Eight appendixes contain the following: the 5/5 Home Program, Program Log, Parent Tips, Parent Survey, Student Survey, F-L Mission Statement, Class of 1999 Reading Grades, and Class of 2000 Reading Grades. (NKA)

ED 448 412 CS 014 180

Rasinski, Timothy V., Ed.; Padak, Nancy D., Ed.; Church, Brenda Weible, Ed.; Fawcett, Gay, Ed.; Hendershot, Judith, Ed.; Henry, Justina M., Ed.; Moss, Barbara G., Ed.; Peck, Jacqueline K., Ed.; Pryor, Elizabeth, Ed.; Roskos, Kathleen A., Ed.
Teaching Word Recognition, Spelling, and Vocabulary: Strategies from "The Reading Teacher."
PUB DATE- 00
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Class Activities; Decoding (Reading); Elementary Secondary Education; Language Arts; Reading Improvement; *Reading Instruction; Spelling Instruction; *Vocabulary Development; *Word Recognition; *Word Study Skills
IDENTIFIERS- Phonemic Awareness

This book, one of four in the Teaching Reading Collection, presents the "best of the best" classroom-tested ideas, approaches, and practical applications for helping students learn about words. The articles have been drawn from the journal "The Reading Teacher" from 1993-1999. The ideas and strategies are intended to provide possible building blocks for developing word study routines that are engaging and effective for all students. The book's 17 articles are as follows: "Read-Aloud Books for Developing Phonemic Awareness: An Annotated Bibliography" (Hallie Kay Yopp); "The Bag Game: An Activity To Heighten Phonemic Awareness" (Nancy K. Lewkowicz); "The Use of Word Analogy Instruction with Developing Readers" (Kelly Ann HuffBenkoski and Scott C. Greenwood); "The Letterbox Lesson: A Hands-On Approach for Teaching Decoding" (Bruce A. Murray and Theresa Lesniak); "The Most Common Phonograms" (Edward Fry); "The Flashcard Strikes Back" (Tom Nicholson); "Footprints on the Classroom Wall" (Mary Gorman); "Sentencing: The Psycholinguistic Guessing Game" (Ann K. Hall); "Monitoring Spelling Development" (Christopher C. Hayward); "Spelling for Readers and Writers" (Jill E. Scott); "An Essential Vocabulary: An Update" (Anita P. Davis and Thomas R. McDaniel); "Word Storm: Connecting Vocabulary to the Student's Database" (Ronald M. Klemp); "Anticipating Antipasto in Antarctica?" (Jeannine from research without merit. Each school system should consider conducting research to confirm the quality of a selected, implemented, plan of instruction. First, school systems need to study what should be researched in the school curriculum--problem areas need to be analyzed to determine which one is the most worthy to pursue. A vital area for consideration might be using a well selected series of basal readers versus the Big Book approach in first grade reading instruction. A major problem of conducting research is which measurement instrument to use in the pretest and the posttest. Generally, standardized tests are used. Which design might researchers use when doing an experimental study? A common design may use a pretest for both the experimental group, which uses the new approach in teaching such as the Big Book, as well as the control group which uses the traditional approach of the basal reader. Directions for test administration should follow those given in the Manual section of the standardized test being used. A literature review on use of basals versus the Big Book may provide much background information and insight regarding the research being conducted. By being cautious in implementing research results, teachers and administrators become careful and judicious in becoming good researchers. (NKA)

ED 448 431 CS 014 216

Partridge, Heather
The Effect of Interest in Nonfiction Subject Matter on Comprehension.
PUB DATE- 00
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Grade 1; *Listening Comprehension; *Nonfiction; Primary Education; Reading Achievement; Reading Comprehension; *Reading Interests; Reading Research
IDENTIFIERS- *Trade Books

The purpose of this study was to determine whether a student's level of interest in a nonfiction topic affects his or her comprehension of that topic. An additional objective was to find out if the student's ability level had an impact on this interest-comprehension relationship. Three first graders (one low, one average, and one high ability) were read both high- and low-interest nonfiction trade books. The findings concerning the interest-comprehension effect differed with respect to each student. Overall, comprehension scores of the high-ability student were better, while the low- and average-ability students performed similarly. Topic interest had a greater effect on comprehension for lower-ability students than the high-ability student, in the sense that lower-ability students had better comprehension of high-interest texts. (Contains 20 references and 4 tables of data.) (Author/RS)

ED 448 432 CS 014 218

Hogsten, Jennifer F.; Peregoy, Pamela A.
An Investigation of Reading Attitudes and Self-Perceptions of Students Reading On and Below Grade Level.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Grade 2; Grade 6; Low

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Competency Based Education; Elementary Secondary Education; *English Curriculum; *Evaluation Criteria; Instructional Design; *Language Arts; *State Standards
IDENTIFIERS- Progress Mapping

This framework addresses reading, writing, speaking, listening, and written and oral English-language conventions for the full range of learners across all grade levels. Each grade level contains sections on Standards and Instruction, Curricular and Instructional Profile, and English-Language Arts Content Standards. The standards give special emphasis to continuity and progression in the language arts curriculum and to building blocks of proficiency between grade levels. The framework describes the curriculum and instruction necessary to help students achieve levels of mastery and stresses linkages among curriculum, instruction, and assessment. Chapters include: (1) Introduction to the Framework; (2) Goal and Key Components of Effective Language Arts Instruction; (3) Content Standards and Instructional Practices, Kindergarten through Grade Three; (4) Content Standards and Instructional Practices, Grades Four through Eight; (5) Content Standards and Instructional Practices, Grades Nine through Twelve; (6) Assessment of Proficiency in the Language Arts; (7) Universal Access to the Language Arts Curriculum; (8) Responsibilities and Support for Proficiency in the Language Arts; and (9) Development and Evaluation of Instructional Materials. (Contains 195 references. Appendixes contain "Matrix for the English-Language Arts Content Standards, by Grade" and "Representative Content Standards and Instructional Connections for the Language Arts," as well as a 71-item glossary of selected terms.) (EF)

ED 448 452 CS 217 325

Olson, Carol Booth, Comp.
Practical Ideas for Teaching Writing as a Process at the High School and College Levels. 1997 Revised Edition.
PUB DATE- 00
NOTE- 329p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Critical Thinking; High Schools; Higher Education; *Process Approach (Writing); Writing Across the Curriculum; *Writing Instruction; *Writing Processes; *Writing Skills; *Writing Strategies
IDENTIFIERS- Writing Models

The concept of writing as process has revolutionized the way many view composition, and this book is organized by the stages of that process. Each section begins with a well-known author presenting specific techniques, followed by commentaries which include testimonials, applications of writing techniques, and descriptions of strategy modifications all contributed by classroom teachers. The book includes the following sections and initial chapters: Section 1 (The Process): "Teaching Writing as a Process" (Catherine D'Aoust); Section 2 (Prewriting): "Clustering: A Prewriting Process" (Gabriele Lusser Rico); Section 3 (Prewriting in Different Subjects): "Prewriting Assignments Across the Curriculum" (Jim Lee);

(Author/RS)

ED 448 474 CS 217 368

Miller, Terri Lynn
Creating a Sense of Community in the Classroom Using Children's Literature and Class Meetings.
PUB DATE- 99
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Childrens Literature; Classroom Communication; *Classroom Environment; Discussion (Teaching Technique); Grade 4; Instructional Effectiveness; Intermediate Grades; *Picture Books; *Student Attitudes

Presentation and discussion of children's picture books as well as classroom meetings were implemented on a twice-weekly basis in a fourth grade classroom in an attempt to improve each student's sense of community within the classroom. A survey ("Measuring Classroom Community") which was administered to the teacher and to each student as well as interviews with the teacher and a group discussion/debriefing session with the students were used to determine the effectiveness of the six week series of interventions. Based on observations, student feedback, and teacher input, both of these interventions, used in conjunction with one another, seemed to be somewhat effective in helping to increase the overall sense of community within the classroom. (Contains 13 references. Appendixes contain teacher and student survey instruments; student debriefing questions; a description of book themes, discussions, and challenges; sample classroom meeting topics; and pre- and post-survey data on 5 questions.) (Author/RS)

ED 448 475 CS 217 372

Smith, Joanna J.
Descriptive Writing: A Thematic Unit.
PUB DATE- 00
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Descriptive Writing; Learning Activities; Lesson Plans; Middle Schools; Student Educational Objectives; *Thematic Approach; Units of Study; *Writing Skills
IDENTIFIERS- Writing Folders

This thematic unit for teaching descriptive writing is organized around 10 days of lesson plans. The unit begins by asking key questions about descriptive writing and providing information on grade level, ability level, number of lessons and length of classes, and prior knowledge students should have. It also offers a unit rationale and key concepts/generalizations, skills and attitudes to be developed. The unit is outlined in the following way: Day One--A Drawing Activity; KWL Chart; Day Two--Modeling a Good Descriptive Text, (Frayer Model Adaptation), Graphic Organizer, Model Overheads; Day Three--Sign-Up and Rubric Explanation, Suggested Questions Handout, Rubric Handout; Day Four--Unknown Character Mini-Lesson; Day Five--Mad Libs Mini-Lesson, (Adaptation of the Cloze Technique); Day Six--In-Class Writing, QAR Handout; Day Seven--Grab Bag Activity; Day Eight--Peer Editing, Peer Editing

Collecting School-Level Resource Data on the Schools and Staffing Survey" (Julia B. Isaacs, Michael S. Garet, and Stephen P. Broughman), examine effects of applying geographic-cost adjustments and student-need adjustments to traditional equity measures. (Most papers include several references.) (MLH)

ED 448 495 EA 030 016

A Back to School Special Report on the Baby Boom Echo: No End in Sight.
PUB DATE- 99
NOTE- 61p.; This report is currently only available on the World Wide Web at: http://www.ed.gov/pubs/bbecho99/index.html.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Needs; Elementary Secondary Education; *Enrollment Projections; Enrollment Trends; Higher Education; *National Surveys; Needs Assessment; Profiles; School Demography
IDENTIFIERS- Baby Boom Echo

This report measures the impact of the baby-boom echo--the 25 percent increase in the U.S. birth rate that began in the mid-1970s and reached its peak in 1990 with the birth of 4.1 million children. The paper reports that a record 53.2 million students will attend school in the next decade and that college enrollment will rise to a record 14.9 million. Between 1989 and 2009, elementary school enrollment will rise by 4.7 million, secondary enrollment by 3.6 million, and college enrollment by 2.8 million. Seventeen states will experience a 15 percent increase in the number of public high-school graduates, and full-time college enrollment is projected to rise by 26 percent. The 10 years between 1999 and 2009 will witness nearly a 9 percent increase in public high-school enrollment and the number of public high-school graduates will increase by 16 percent. The total number of public and private high-school teachers is expected to rise by 75,000--a 6 percent increase--and a total of 2.2 million public elementary and secondary school teachers will be needed to accommodate the new students and replace those who leave the profession. Beyond 2009 the number of births is not expected to tail off but will increase slowly for the next 20 years. Thirteen figures provide graphic examples of these increases. (RJM)

ED 448 496 EA 030 709

Hruz, Thomas
The Costs and Benefits of Smaller Classes in Wisconsin: A Further Evaluation of the SAGE Program.
PUB DATE- 00
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Gains; *Class Size; *Educational Finance; Educational Policy; Effective Schools Research; Elementary Education; *Public Policy; *School Support; *Small Classes; Teacher Student Ratio
IDENTIFIERS- Wisconsin Department of Public Instruction

Wisconsin's Student Achievement Guarantee in Education (SAGE) program demonstrates that small class sizes have unclear achievement benefits and that improvements remain isolated in small populations. SAGE grants $2,000 per low income student to elementary schools agreeing to class sizes of 15 students,

NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Academic Standards; *Educational Improvement; Educational Quality; Elementary Secondary Education; *Excellence in Education; School Community Relationship

This guide is designed to help principals and/or other school leaders answer parent questions such as Why does my child need to learn this? What's new and better from the old system? What do the scores on the state test really mean? Will my child still be able to get into a good college? and What practical steps can I take at home to help my child in school? The guide offers communications advice, coupled with practical steps that principals and states have used successfully all across the country. It states that the communications challenge goes beyond getting good public relations for school and that the work is about building a shared understanding of academic success among students, parents, teachers, staff, and the community. The guide offers specific suggestions on how to be proactive with a school's community of parents, how to stay focused on substance, how to explain higher expectations, how to connect to what parents value, how to develop straightforward messages, how to use the most effective messenger, and how to demonstrate success. The text closes with advice on how to start a successful communications program and where to turn for more information. (RJM)

ED 448 516 EA 030 789

Part 106--Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance.
PUB DATE- 00
NOTE- 28p.; For other nondiscrimination provisions, see EA 030 790-791.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Civil Law; Civil Rights; *Civil Rights Legislation; Educational Policy; Elementary Secondary Education; Equal Protection; *Federal Regulation; School Policy; *Sex Discrimination
IDENTIFIERS- *Title IX Education Amendments 1972

This document addresses nondiscrimination on the basis of sex in education programs or activities receiving federal financial assistance. It includes the amendments made in the notice of Final Regulations published in the Federal Register on November 13, 2000. The amendments effectuate Title IX of the Education Amendments of 1972. The official version of this regulation did not appear in the 2000 edition of the Code of Federal Regulations. The amendment is divided into six subparts: (1) introduction; (2) coverage; (3) discrimination on the basis of sex in admission and recruitment; (4) discrimination on the basis of sex in education programs or activities prohibited; (5) discrimination on the basis of sex in employment in education programs or activities prohibited; and (6) procedures. The first section discusses the purpose and effective date of the legislation and provides definitions to terms in the legislation. It outlines numerous obligations, such as remedial and affirmative action and self-evaluation,

PUB TYPE- Books (010),Guides/Methods/Techniques (For
  Practitioners) - Non-Classroom Use (For Administrative and
  Support Staff, and for Teachers, Parents, Clergy, etc. in Non-
  Classroom situations) (055)
DESCRIPTORS- Economic Change; Educational Change; Educational
  Cooperation; Elementary Secondary Education; Emotional
  Development; Empathy; Family School Relationship; Leadership
  Responsibility; Parent School Relationship; School Community
  Programs; *School Community Relationship; School
  Responsibility; Self Fulfilling Prophecies; Teacher Attitudes;
  Teacher Guidance

Accomplishing significant improvement in teaching and learning requires strong, open, and interactive relationships between schools and the community. Chapter 1, "What's Out There," explores the vital role of teacher morale in successful reforms and argues that teachers and schools should actively connect, in more effective ways, with the wider community. Challenges confronting schools include the impossibility of their isolation, growing diversity, demands for flexibility, technological change, greater needs among teachers, parents, and communities, the pressures of complex environments, and exhaustion of existing structures. Chapter 2, "Going Deeper," invites schools to stimulate transformative moral experiences by teaching students to love, care, serve, empower, and learn. Educational change literature is typically cerebral, neglecting the emotional components of effective teaching. Chapter 3, "Going Wider," examines the power of community alliances and networks in relation to such important external forces as parents, communities, government policy, technology, businesses, and the changing teaching profession. Chapter 4, "Getting Out There," offers to leaders interested in establishing strong community connections a set of guiding principles supportive of educational change. The three vital principles are capturing public imagination with a positive agenda, focusing on relationships, and balancing resoluteness and flexibility. All teachers can help leave a lasting legacy by making students partners in learning, being responsive, becoming assessment literate, refusing to mind their own business, developing and using emotional intelligence, and helping recreate the profession. (Contains approximately 120 references.) (TEJ)

ED 448 538   EA 030 813

Peterson, Susan
The Grantwriter's Internet Companion: A Resource for Educators
  and Others Seeking Grants and Funding.
PUB DATE- 01
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For
  Practitioners) - Non-Classroom Use (For Administrative and
  Support Staff, and for Teachers, Parents, Clergy, etc. in Non-
  Classroom situations) (055)
DESCRIPTORS- Educational Finance; Electronic Journals; Electronic
  Libraries; Electronic Mail; Elementary Secondary Education;
  Federal Aid; *Financial Support; *Grants; Grantsmanship;
  Information Dissemination; Internet; Listservs; Online Systems;
  *Program Proposals; Proposal Writing; Publications; Resource
  Materials; World Wide Web

This book offers a review of Web sites useful to educational grant writers. Chapter 1, "The Internet Advantage," examines the benefits that the Internet offers grant writers. These

NOTE- 296p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education; *Cross Cultural Training; Cultural Awareness; Cultural Interrelationships; *Culturally Relevant Education; Diversity (Student); Educational Discrimination; Elementary Secondary Education; Minority Groups; *Multicultural Education; *Multicultural Textbooks; Policy Formation; Program Design; Program Implementation; Racial Discrimination; *Racial Integration; *State Programs; Surveys; Teacher Education; Textbook Bias

This book compiles information to investigate the presence and structure of multicultural education programs throughout the United States. The book begins by discussing the need for multicultural education programs, and the goal of which is to provide more accurate descriptions of America's microcultural populations and to guarantee a better education for all American school children, regardless of gender, race, ethnicity, religion, or language background. Profiles of each state are provided that contain information on the multicultural education funding, required special coursework in teacher education, bilingual programs, occurrence of racist incidents, desegregation strategies, inclusion of Native-American history, evaluation of textbooks for racist and sexist content, and the biggest problems facing multicultural education. Each state profile begins by describing the multicultural events which helped to shape the state's present-day situation. Part 2 of the profile describes each state's education system briefly, while Part 3 includes an analysis of the state's multicultural education efforts. The last part of each profile lists references. The written account of each state's multicultural education program is based on a combination of completed questionnaires, research documents related to the state's history and school organization, and literature on multicultural education. (Contains 38 references.) (CR)

ED 448 556 EC 308 170

Benson, Peter L.; Galbraith, Judy; Espeland, Pamela
What Teens Need To Succeed: Proven, Practical Ways To Shape Your Own Future.
PUB DATE- 98
NOTE- 365p.; Based on "The Troubled Journey: A Portrait of 6th-12th Grade Youth" by Peter L. Benson, published by Search Institute in 1993 and sponsored by RespecTeen. Also based on "The Asset Approach: Giving Kids What They Need To Succeed," published by Search Institute in 1997.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adolescents; Case Studies; *Coping; Emotional Adjustment; *Emotional Disturbances; Intermediate Grades; *Interpersonal Competence; *Learning Disabilities; Personal Narratives; Personality Traits; *Resilience (Personality); Secondary Education; Self Esteem; *Self Management; Stress Management; Student Empowerment; Student Responsibility

This book provides adolescents with strategies for building developmental assets that have been identified as crucial to success. The assets were identified using data from a survey of specifications development, the federal regulations in planning educational facilities, design phase monitoring, construction project bidding and construction phase management, and technology planning. Appendices provide sample forms and correspondence such as the standard forms of agreement between owner and architect and between owner and contractor, a middle school appraisal form, site selection flow chart, a flow chart for developing educational specifications, job description for construction supervisor, a planning process evaluation form, and school planning checklist. (Contains 110 references.) (GR)

ED 448 574 EF 005 820

Technology Planning Guide for Minnesota School Districts, Schools and Public Libraries.
PUB DATE- 00
NOTE- 62p.; This document is available in alternative formats by calling TTY: 651-582-8201.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Technology; Elementary Secondary Education; *Fund Raising; Grants; *Planning; *Program Proposals; *Public Libraries; *Public Schools
IDENTIFIERS- *Minnesota; Universal Service (Telecommunications)

This guide assists Minnesota school districts and libraries in technology planning by providing information for meeting the requirements for federal assistance through the Universal Service Fund E-rate program and gaining approval from the Minnesota Department of Children, Families & Learning. Fourteen technology plan criteria needing to be addressed for approval by the CFL are detailed. The following criteria are as follows: Executive leadership, organization, and partnerships; technology planning steering committee; overall organizational mission and technology vision statement; needs assessment to meet the technology vision statement; objectives for the use of technology to address needs; measurable benefits to stakeholders; policy and procedure development and revision; technology inventory; technology operations management requirements; technology support staff and skills; educational development and staff training; budget development and planning for funding; action plan; and evaluation and benefit analysis. Final comments address the submission of technology plans to the CFL, and provide a checklist for technology planning and a list of suggested Web resources that cover each of the guideline criteria. (GR)

ED 448 575 EF 005 821

Turnquist, Antoinette E.
State Guidelines for Educational Specifications and School Facility Adequacy.
PUB DATE- 91
NOTE- 114p.; Ph.D. Dissertation, University of Nebraska. Appendix A not included at request of author.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Design Requirements; *Educational Facilities Design; *Facility Guidelines; High Schools; *School Construction; State School District Relationship; Surveys;

PUB DATE- 98
NOTE- 587p.; The name of the sponsoring organization was changed from the "Pacific Northwest Council on Foreign Languages" to the "Pacific Northwest Council on Languages" in 1996.
LANGUAGE- English; German; French; Spanish
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Applied Linguistics; English (Second Language); French; German; Italian; Japanese; Language Research; Latin American Literature; Linguistics; *Literature; Portuguese; *Second Language Instruction; Second Language Learning; Sociolinguistics; Spanish

This journal publishes scholarly articles on all aspects of language pedagogy, linguistics, foreign cultures and languages, and comparative, classical, and foreign (Asian, French, German, Italian, Luso-Brazilian, Scandinavian, Slavic, Spanish, and Spanish American) literatures. It is published annually, based exclusively on a representative number of papers given at the annual meeting of the Pacific Northwest Council on Languages. (KFT)

ED 448 598 FL 026 520

Porter, Rosalie Pedalino, Ed.
Testing in Texas: Accountability for Bilingual Students. READ Perspectives, Fall 2000.
PUB DATE- 00
NOTE- 159p.; For the 1999 issue (Vol. 6), see ED 439 611. Published annually.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Bilingual Education Programs; Elementary Secondary Education; *English (Second Language); Language Minorities; *Limited English Speaking; Literacy Education; Politics of Education; Second Language Instruction; Second Language Learning; Spanish Speaking; *Student Evaluation; *Testing
IDENTIFIERS- *Texas

This issue has a special, multi-article section on student testing in Texas and contains three additional and unrelated articles. "The Texas Testing Case Documents: G.I. Forum, et al. v. Texas Education Agency, et al." section has five articles: "Overview" (Roger Clegg); a copy of the "First Amended Complaint"; "Expert Reports" (Susan E. Phillips, William A. Mehrens, Rosalie P. Porter); a copy of the "Final Judgment and Order"; and a postscript, "Testing the Academic Achievements of Limited English Proficient Students" (Rosalie P. Porter). Other articles include the following: "Recognizing Successful Schools for High Achieving, Low-Income Students: The 'No Excuses' Campaign" (Robert E. Rossier); "Bilingual Students and MCAS: Some Bright Spots in the Gloom" (Ralph E. Beals, Rosalie P. Porter); and "Different Questions, Different Answers: A Critique of the Hakuta, Butler, and Witt Report" (Christine H. Rossell). Tables, figures, and references are included in each article. (KFT)

ED 448 599 FL 026 521

Barlow, Lisa; Coombe, Christine
Alternative Assessment Acquisition in the United Arab Emirates.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

centuries. A detailed overview is provided of the curricula produced by Mary Augusta Jordan (Smith College), Hallie Quinn Brown (Wilberforce University), and Josephine Colby, Helen Norton, and Louise Budenz (Brookwood Labor College). The chapters are: (1) "Educational Politics: Rhetorical Instruction and the Disenfranchised Student"; (2) "Gender and Rhetorical Study: The Pedagogical Legacy of Mary Augusta Jordan"; (3) "Elocution and African American Culture: The Pedagogy of Hallie Quinn Brown"; (4) "Ideology and Rhetorical Instruction: Brookwood Labor College"; and (5) "Borderlands, Intersections, and Ongoing History: Rhetoric and Activism in Higher Education." (Contains 174 references.) (SLD)

ED 448 620   HE 033 629

Bloland, Harland G.
Creating the Council for Higher Education Accreditation (CHEA). American Council on Education/Oryx Press Series on Higher Education.
PUB DATE- 01
NOTE- 245p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); *Accrediting Agencies; *Educational History; Higher Education; Organizational Development; *Program Development
IDENTIFIERS- *Council for Higher Education Accreditation

This book describes and analyzes the background, creation, and initial development of the Council for Higher Education Accreditation (CHEA) and the players instrumental in its creation. The CHEA plays an important role in the accrediting process for colleges and universities as the entity that recognizes accrediting agencies for institutions across the United States. The chapters are: (1) "Theoretical Framework of the Study"; (2) "The Origins of Regional Accrediting Associations and Commissions"; (3) "The Mounting Threat to Higher Education's Pragmatic and Moral Legitimacy"; (4) "The National Policy Board: The Tucson Meeting and Barcelo Washington Meeting"; (5) "The National Policy Board (NPB) Meeting, Phoenix, March 8-10, 1995"; (6) "The Lansdowne Meeting: The Conference on the Future of Accreditation, Leesburg, VA, June 19-20, 1995"; (7) "The First Meeting of the Presidents Work Group (PWG), Hyatt Regency Hotel, O'Hare, Chicago, August 2-3, 1995"; (8) "Approving the New Organization: CHEA Created"; (9) "The First Year of the Council on Higher Education Accreditation (CHEA)"; (10) "The Beginning of the Eaton Presidency, August 1997 to the Year 2000"; and (11) "Summary, Issues, and Conclusions." Four appendixes contain lists of acronyms, a description of the National Policy Board on Higher Education Institutional Accreditation, and list of members of the PWG and the CHEA Board of Directors. (SLD)

ED 448 621   HE 033 630

Tapper, Ted; Palfreyman, David
Oxford and the Decline of the Collegiate Tradition. Woburn Education Series.
PUB DATE- 00
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)

Leith, Karen Pezza
Adult Learning Styles, Critical Thinking and Psychology.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual Conference on Undergraduate Teaching of Psychology (11th, Ellenville, NY, March 19-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; *Cognitive Style; *College Students; *Critical Thinking; Higher Education; *Learning

Courses, curriculum, and classrooms can be designed to affirm students in their adulthood, empowering them to draw on their experiences, interests, and self-motivation to learn. Starting at the introductory level and continuing through specialty courses and electives, critical thinking, learning contracts, self-directed learning, and sharing experiences and knowledge can be empowering and exciting experience for both student and professor. Examples of these methods are presented for an introduction to psychology course that is an interdisciplinary course on the meaning of life and social psychology. (SLD)

ED 448 644   HE 033 653

Holding, Carol; Hemphill, Joyce
Bringing Stories into the Classroom.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Annual Conference on Undergraduate Teaching of Psychology (11th, Ellenville, NY, March 19-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; Educational Psychology; Elementary Education; Higher Education; *Multicultural Education; *Teacher Education; *Teaching Methods

This annotated bibliography was prepared to supplement a discussion of "low tech," low cost alternatives to use in teaching. It lists 63 children's books and folktales that present messages about human nature and that can be used to add a multicultural element to the classroom. Some other ideas are suggested for using books to introduce concepts such as concrete operational thought, personality, or gender issues in educational psychology classes. (SLD)

ED 448 645   HE 033 654

Get Out and Stay Alive. Videotape .
PUB DATE- 99
NOTE- 0p.; The 16-minute videotape is not available from ERIC.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *College Students; *Fire Protection; Higher Education; *Prevention; *School Safety

This videotape teaches about the threat and power of fire, presents some fire prevention tips, and suggests ways a person can protect himself or herself from a fire. The emphasis of the

Effort?" (Geoffrey Alderman); (7) "Using Audit To Promote Organizational Learning" (Maire Brennan and Elizabeth Noonan); (8) "Introducing Internal Audit at Oxford Brookes University" (Judith Carroll and Marion Temple); (9) "The Themed Approach to Audit" (Alison Holmes and Sally Brown); (10) "Stories Auditors Tell" (Maxine Alterio); (11) "Programme Review for Accountability Purposes" (T. Dary Erwin); (12) "Ensuring Teaching Quality (ETQ)--Best Practice Pathways': A Focus on Departmental Practices for Good Teaching and Learning" (Owen Hicks); (13) "Internal Audit in New Zealand" (David Woodhouse); (14) "Evaluation at a German University of Applied Sciences, the TFH Berlin" (Annette Jander); (15) "Peer Approaches to Audit" (Sally Brown and Alison Holmes); (16) "Audit Your Own Teaching" (Phil Race); (17) "Using Subject Audit toward Enhancement of Teaching and Learning: A Case Study in Geography and Environmental Management" (Antony Mellor and Alison Holmes); (18) "The Formative Use of Internal Quality Audit at Staffordshire University To Improve the Quality Assurance of Distributed Learning" (Steve Outram); and (19) "Future Directions in Academic Quality Audit" (Sally Brown and Alison Holmes). (Contains 93 references.) (SLD)

ED 448 666   HE 033 676

Fallows, Stephen, Ed.; Steven, Christine, Ed.
Integrating Key Skills in Higher Education: Employability, Transferable Skills and Learning for Life.
PUB DATE- 00
NOTE- 251p.; Published by Kogan Page Limited.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Employment Qualifications; Foreign Countries; *Higher Education; Integrated Activities; *Job Skills; *Skill Development

This book addresses issues related to the skills agenda in higher education, focusing on key skills, employability skills, transferable skills, and core skills. The chapters provide a practical guide to the ways skills can be effectively integrated into courses and institutions. The chapters are: (1) "The Skills Agenda" (Stephen Fallows and Christine Steven); (2) "Embedding a Skills Programme for all Students" (Stephen Fallows and Christine Steven); (3) "Ability-based Education" (Kathleen O'Brien); (4) "Evolution of Skills Development Initiatives" (Phyllis Laybourn, Nancy Falchikov, Judy Goldfinch, and Jenny Westwood); (5) "Implementing Graduate Skills at an Australian University" (Ted Nunan, Rigmor George, and Holly McCausland); (6) "Embedding Key Skills in a Traditional University" (Mary Chapple and Harry Tolley); (7) "Creating Incurable Learners: Building Learner Autonomy through Key Skills" (Judith Harding); (8) "Tertiary Literacies: Integrating Generic Skills into the Curriculum" (Catherine Milne); (9) "Skills Development through Student-led Activities" (Becka Currant and Pete Mitton); (10) "Use of the Web To Support Development of Key Skills" (Sue Drew); (11) "A Graduate Apprenticeship Scheme" (Stephen Fallows and Gordon Weller); (12) "Springboard: Student-Centered Assessment for Development" (Milton D. Hakel and Eleanor A. W. McCreery); (13) "Use of Case Studies in the Development of Key Skills" (Dick Glover and Maggie Boyle); (14) "Using the National Key Skills Framework within a Higher Education Context" (Sue Bloy and Jean Williams); (15) "Helping Academic Staff To Integrate Professional Skills" (Barbara de la Harpe and Alex Radloff); (16) "Lessons Learnt: A Case Study in the Assessment of

Professionals: An Institutional Perspective"; (6) "Competencies of Public Library Professionals: An Institutional Perspective"; (7) "Competencies of Special Library Professionals: An Institutional Perspective"; (8) "Graduate and Undergraduate Programs of Library and Information Education: Differentials for Competency-Based Curricula"; and (9) "Preparation of Information Professionals: Strategies and Directions". Includes a bibliography and an index. (Contains 176 references.) (AEF)

ED 448 687 IR 020 449

Horton, Sarah
Web Teaching Guide: A Practical Approach to Creating Course Web Sites.
PUB DATE- 00
NOTE- 242p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Assisted Instruction; *Course Content; Curriculum Development; Distance Education; Higher Education; *Instructional Design; Instructional Development; *Instructional Materials; Teaching Methods; *World Wide Web

This book outlines an approach to putting course content on the Web. It explains how to make current course materials Web-ready and describes Web-enabled teaching tools that educators may not currently use but that they might wish to incorporate into the teaching approach. The book explains how to combine these materials and tools to create a useful and effective course Web site. The development process outlined in this book follows this course: planning the project with care; converting course materials and developing new content; developing the Web site; incorporating the site into the teaching method; and evaluating the site's success. Illustrations are included throughout the text. Sources in the bibliography are presented under the following categories: Web site design; text; multimedia; usability testing; copyright and intellectual property; using the Web and Web teaching. Includes an index. (Contains 51 references.) (AEF)

ED 448 688 IR 020 450

Harmon, Charles, Ed.
Using the Internet, Online Services, and CD-ROMs for Writing Research and Term Papers, Second Edition. Neal-Schuman NetGuide Series.
PUB DATE- 00
NOTE- 126p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- High Schools; Higher Education; Information Sources; Internet; *Library Instruction; Online Catalogs; Online Searching; Optical Data Disks; Reference Materials; *Research Papers (Students); *Student Research

Like its predecessor, this second edition combines the best of two traditional generic texts: "how to write a term paper" and "how to use the library." Particularly helpful for high school and first year college students, this guide explains how to utilize online library catalogs, the most commonly available

454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Active Learning; Computer Uses in Education; Constructivism (Learning); Higher Education; *Instructional Design; Intentional Learning; *Thinking Skills; *World Wide Web
IDENTIFIERS- Authentic Learning; Learner Centered Instruction; *Learning Environments; Reflective Thinking; *Web Based Instruction

This paper provides guidelines for creating REALs (Rich Environments for Active Learning) on the World Wide Web and demonstrates how those guidelines have been applied in a variety of Web-based learning environment contexts. The paper is organized according to the following attributes of student-centered REALs: (1) promote intentional learning by encouraging the growth of student responsibility, initiative, decision making, and intentional learning, including support for transition to an online learning environment, setting goals, metacognitive awareness, and time management; (2) apply dynamic, generative learning activities that promote high level thinking processes (i.e., analysis, synthesis, problem solving, experimentation, creativity, and examination of topics from multiple perspectives) to help students integrate new and old knowledge and, thereby, create rich and complex knowledge structures, including creating and providing access to resources; (3) utilize authentic learning contexts to promote study and investigation, including contextualizing learning, making learning complex, increasing meaningfulness and realism of activities, and encouraging research; (4) encourage collaboration to cultivate an atmosphere supportive of knowledge building communities; and (5) reinforce reflection by embedding opportunities to reflect on the learning process as well as on the content acquired to promote both learning and metacognitive skill development. (MES)

ED 448 710   IR 020 473

Nunez Esquer, Gustavo; Sheremetov, Leonid
Virtual Learning Spaces in the Web: An Agent-Based Architecture of Personalized Collaborative Learning Environment.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454. Figures contain font that is too small to be legible.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer System Design; Computer Uses in Education; *Cooperative Learning; *Distance Education; Educational Technology; Higher Education; *Instructional Design; Models; *World Wide Web
IDENTIFIERS- Collaborative Learning; *Learning Environments; Web Based Instruction

This paper reports on the results and future research work within the paradigm of Configurable Collaborative Distance Learning, called Espacios Virtuales de Apredizaje (EVA). The paper focuses on: (1) description of the main concepts, including virtual learning spaces for knowledge, collaboration, found a top-down formula that encourages the faculty to design, develop, and deliver World Wide Web-based academic courses. This paper describes the development of the program, including the growth of UCF, UCF student profiles, the UCF budget model, development of a distributed learning plan (i.e., the creation of the Center for Distributed Learning and the Course Development and Web Services office), and growth and current operations. The experiences and opinions of the author as he went through the processes of initial training, development, coding, and delivery of a Web course are then presented, including incentives, resources, rewards, faculty training, instructional design and coding, Web course delivery, and grading. Student perceptions and areas for improvement are also addressed. (Contains 15 references.) (MES)

ED 448 732 IR 020 495

Shotsberger, Paul G.; Stammen, Ronald; Vetter, Ronald; Blue, Gloria; Greer, Edrie
Network-Based Professional Development: A Comparison of Statewide Initiatives.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Distance Education; *Faculty Development; Higher Education; State Programs; Teacher Education; Telecommunications; Training; World Wide Web
IDENTIFIERS- North Carolina; North Dakota; *Web Based Instruction

This paper addresses opportunities and issues related to the use of the World Wide Web and high-speed networks as a delivery vehicle for training educators who are geographically dispersed. The benefits and potential pitfalls of using networks as educational platforms are explored from the perspective of various systems specifically being developed to address the needs of practicing professionals in North Carolina and North Dakota. The projects described are: (1) the INSTRUCT (Implementing the NCTM School Teaching Recommendations Using Collaborative Telecommunications) Project of the Department of Mathematics and Statistics at the University of North Carolina at Wilmington; (2) the DLD/M (Distance Learning Design/Model) Project of the North Carolina Community College System; (3) the North Dakota Teach-to-Learn program; (4) the statewide laptop program in North Dakota; and (5) the North Dakota TnT (Teachers and Technology) workshops and conferences. An overview of each project is followed by a discussion of common issues, including a notion of future prospects for network-based professional development. (Contains 15 references.) (MES)

ED 448 733 IR 020 496

Siedlecki, Basia; Williams, Vickii; Nicholson, Amber
Perspectives on the Implementation of Instructional Technologies into University Environments: Faculty, Administrator, Student.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English

via the World Wide Web. Central to the project is the development and employment of a series of applications that facilitate resource discovery, interactive learning, and contributory opportunities within the PIC system. Initial testing of PIC will be through 6th-grade science curriculum activities involving plant identification. On a larger scale, PIC intends to promote the flow of scientific information to researchers, amateur botanists, students (elementary through higher education), and other communities interested in botanical science. This paper provides an overview of PIC, reviews the development and implementation of PIC applications, and comments on the research activities that will measure the project's overall success. (Author/MES)

ED 448 754   IR 020 517

Hartog, Rob J. M.; de Gooijer, C. D.; van der Schaaf, H.; Sessink, O.; Vonder, O. W.
Comparing Web Based Course Development with and without a Learning Environment.
PUB DATE- 00
NOTE- 8p.; In: WebNet 2000 World Conference on the WWW and Internet Proceedings (San Antonio, TX, October 30-November 4th, 2000); see IR 020 507.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programming); Computer Uses in Education; Distance Education; Foreign Countries; Higher Education; Instructional Design; *Instructional Development; *World Wide Web
IDENTIFIERS- ARCS Model; *Course Development; Learning Environments; Netherlands; *Web Based Instruction; Web Sites

Over the last five years, several online courses covering different subjects have been developed and delivered in different settings at Wageningen UR (Wageningen University and Research Centre, Wageningen, The Netherlands). The total course content developed and delivered with a learning environment is equivalent with about 700 hours of study, and the total course content developed and delivered without a learning environment is equivalent with about 400 hours of study. This paper discusses the theoretical benefits of learning environments in general, the use of Keller's ARCS (Attention Relevance Confidence Satisfaction) model for instructional design, actual experience with a specific Learning environment based on MS SQL Server and Cold Fusion, and the reasons why it was decided not to develop every course in a learning environment. The paper also describes and evaluates the current development approach, which is based on a set of tools for World Wide Web site management and tools for authoring of content. (MES)

ED 448 755   IR 020 518

Klemm, W. R.
What's Wrong with On-Line Discussions and How To Fix It.
PUB DATE- 00
NOTE- 7p.; In: WebNet 2000 World Conference on the WWW and Internet Proceedings (San Antonio, TX, October 30-November 4th, 2000); see IR 020 507.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

staff and program development workshops, consultation, mini-courses, mentoring, peer coaching, and other training activities provided by five Regional Support Centers located at community colleges throughout Massachusetts. The first three volumes present a comprehensive view of the state of practice in Massachusetts through articles written by adult literacy practitioners. Volume 1, "Getting Started," includes start-up and intake activities; volume 2, "Ongoing," shares tools for ongoing assessment as part of the learning process; volume 3, "Looking Back, Starting Again," focuses on tools and procedures used at the end of a cycle or term, including self, class, and group evaluation by both teachers and learners. Volume 4 covers a range of interests, and volume 5, "The Tale of the Tools," is dedicated to reflecting on Component 3 tools of alternative assessment. Volume 6, "Responding to the Dream Conference," is dedicated to responses to volumes 1-5. Volume 7, "The Partnership Project," highlights writings from a memtoring project for practitioners intersted in learning about participatory assessment. Volumes 8-11 cover a range of topics, including educational reform, workplace education, learner involvement in asseessment, etc. (MN)

ED 448 265 CE 080 801

Bernhardt, Annette; Dresser, Laura; Hill, Catherine
Why Privatizing Government Services Would Hurt Women Workers. Research-in-Brief.
PUB DATE- 00
NOTE- 7p.; Web version listed as IWPR Publication No. B234.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Blacks; Economics; *Employed Women; Government Role; Hispanic Americans; *Private Sector; *Privatization; *Public Agencies; Salary Wage Differentials; Sex Differences; *Unions; *Wages

A study used data from the 1998 Current Population Survey to document job growth in the public and private sectors and examine the quality of jobs in terms of wages and benefits. Findings indicated public sector employment declined for both women and men during the period from 1979-98 with a somewhat sharper decline among men. In 1998, median earnings in the public sector were higher than in the private sector for most categories of workers. Privatization was likely to erode the wages and benefits of women workers, especially for African American and Hispanic women and those with less formal education. Unionization emerged as a central factor in understanding why the public sector pays better than the private sector. While there was clearly a gender bias in both sectors, women's wages were closer to men's wages in the public sector than in the private sector. The public sector did not, in general, offer exceptional opportunities for women to hold managerial and professional positions. The bottom line was that privatization, and the de-unionization that frequently accompanies it, were likely to prove detrimental to the economic welfare of women workers. (Two figures and two tables are appended.) (YLB)

ED 448 266 CE 080 839

Frick, Brian, Ed.; Naik, Reetu, Ed.; Quinn, Kelly, Ed.; Rancour, Paulette, Ed.
Adult Career Counseling Center Seventeenth Annual Report,

Opportunities; Employment Practices; Employment Qualifications; Entrepreneurship; Evaluation Methods; *Experiential Learning; Fused Curriculum; Guidelines; Information Sources; Instructional Materials; Integrated Curriculum; Internet; Job Search Methods; *Job Skills; Job Training; Learning Activities; Material Development; Portfolio Assessment; Postsecondary Education; Scoring Rubr Job Shadowing; *Ohio; Secretarys Comm on Achieving Necessary Skills
IDENTIFIERS- Job Shadowing; *Ohio; Secretarys Comm on Achieving Necessary Skills

This document, which was written for Ohio cosmetology teachers and academic teachers who instruct cosmetology students, presents projects that were developed by a team of highly skilled cosmetology and academic teachers with input from workplace representatives. Section 1 presents the following materials to help teachers provide students with effective project-based learning (PBL) experiences: an overview of PBL; guidelines and materials for portfolio assessment and assessment rubrics; suggestions for getting started with projects; suggestions for using the projects in this document; suggestions for integrating technology into the cosmetology curriculum; suggestions for developing additional projects; and a list of 33 print and World Wide Web cosmetology project resources for teachers and students; and a list of 7 references. Section 2 contains complete instructions for six projects that teachers can use to supplement and enhance the cosmetology curriculum. The following are among the items provided for each project: project summary; project index; list of competencies taught or practiced in the project; teacher information and instructions; project rubric; student instructions; and production schedule. The project topics are as follows: researching careers in cosmetology; job shadowing; developing a salon business plan; developing and using training programs and materials; creating salon employees policy manual; and getting a cosmetology job. (MN)

ED 448 283 CE 081 043

High School Work and Family Life ITAC Integrated Technical & Academic Competencies for Career-Focused Education.
PUB DATE- 01
NOTE- 82p.; This document is meant to be used in conjunction with the Core ITAC, see ED 444 000. For other ITAC documents, see ED 444 001-008.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- *Academic Education; Career Planning; Communication Skills; Competence; *Competency Based Education; Course Content; Critical Thinking; Daily Living Skills; Educational Needs; *Family Life; Family Relationship; Futures (of Society); Health Education; High Schools; *Integrated Curriculum; Money Management; Nutrition Instruction; Parenthood Education; Problem Solving; Skill Development; Skills; *Vocational Education
IDENTIFIERS- Goal Setting; *Ohio

This document contains a guide to implementing the Ohio Work and Family Life ITAC (Integrated Technical and Academic Competencies), which connects to the Ohio Model Competency-Based Program documents in arts, foreign languages, language arts, mathematics, science, and social studies, as well as the

Education; *Theory Practice Relationship; *Transformative Learning

Stemming from a 1998 Columbia University conference on transformative learning, this 3-part book contains 12 articles that examine the concept of how adults learn to change ("transform") their frames of reference. The following are included in Part One: Developing Concepts of Transformative Learning: "Learning To Think Like an Adult: Core Concepts of Transformation Theory" (Jack Mezirow); "What 'Form' Transforms? A Constructive-Developmental Approach to Transformative Learning" (Robert Kegan); "Inequality, Development, and Connected Knowing" (Mary Field Belenky and Ann B. Stanton); "Transformative Learning for the Common Good" (Laurent A. Parks Daloz); and "Transformative Learning as Ideology Critique" (Stephen D. Brookfield). In Part Two: Fostering Transformative Learning in Practice are "Teaching with Developmental Intention" (Kathleen Taylor); "Individual Differences and Transformative Learning" (Patricia Cranton); "Transformation in a Residential Adult Learning Community" (Judith Beth Cohen and Deborah Piper); "Creating New Habits of Mind in Small Groups" (Elizabeth Kasl and Deal Elias); and "Organizational Learning and Transformation" (Lyle Yorks and Victoria J. Marsick). Part Three: Moving Ahead from Practice to Theory consists of "Analyzing Research on Transformative Learning Theory" (Edward W. Taylor); and "Theory Building and the Search for Common Ground" (Colleen Aalsburg Wiessner and Jack Mezirow). The book is indexed by name and subject. (KC)

ED 448 302   CE 081 069

Vella, Jane
Taking Learning to Task: Creative Strategies for Teaching Adults. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 00
NOTE- 151p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Andragogy; Behavioral Objectives; Classroom Techniques; *Cognitive Processes; *Curriculum Development; Instruction; Instructional Design; Instructional Development; Learning Strategies; *Learning Theories; Postsecondary Education; Student Centered Curriculum; *Teaching Methods

This book examines an approach to teaching adults, in which teaching and learning are integrated and where the learning task is the overall design, incorporating the lecture or input along with practice. In 12 chapters, the book challenges the reader to describe the difference between teaching tasks and learning tasks and to examine both the theory and the practice of this approach to build useful skills. Chapter 1 examines the assumptions and theories behind the use of learning tasks and proposes a definition of a learning task. Chapter 2 makes a distinction between teaching tasks and learning tasks, and Chapter 3 shows how a curriculum or a single course can be designed using the seven steps of planning to result in a set of learning tasks. Chapter 4 looks at these four types of learning tasks: inductive work, input, implementation, and integration. Chapter 5 examines the verbs that work best in learning tasks. Chapter 6 contains a checklist of principles and examines three levels of questions for program design.

needs and development of an individual service strategy for each youth participant. WIA requires all youth programs to make 10 program elements available to all participants. These elements are tutoring, study skills, instruction leading to secondary school completion, alternative secondary school services, summer employment linked to academic and occupational learning, paid and unpaid work experiences, occupational skill training, leadership development, supportive services, adult mentoring, follow-up services for at least 12 months after participation, and comprehensive guidance and counseling. Unlike JTPA, WIA eliminates economic disadvantage as an eligibility criterion for adult and dislocated worker services. Instead, the following levels of services for adults are to be accessed sequentially: core services; intensive services; and training services. WIA's governance structure includes a state work force investment board and a local work force investment board for each designated local area. Consistent with the performance-based approach in the Government Performance and Results Act, WIA emphasizes outcomes rather than inputs, results rather than process, and continuous improvement rather than management control. Under WIA, service providers deliver youth services under competitive grants or contracts. With only limited exceptions, one-stop training services are delivered through a system of individual training accounts. (MN)

ED 448 318 CE 081 089

Maurer, Matthew J.
Professional Development in Career and Technical Education. In Brief: Fast Facts for Policy and Practice No. 7.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Career Awareness; Career Exploration; Career Planning; Change Strategies; Computer Uses in Education; Conventional Instruction; *Delivery Systems; Educational Change; Educational Improvement; Educational Needs; Educational Policy; *Educational Practices; Educational Trends; Elementary Secondary Education; Experiential Learning; *Faculty Development; Guidelines; Inservice Teacher Education; Internet; Models; Needs Assessment; Online Systems; Program Development; Public Policy; Student Centered Curriculum; *Teacher Improvement; Trend Analysis; Vocational Education; Vocational Education Teachers

The continuous transformation of career and technical education (CTE) practitioners' roles that has resulted from reforms, technological advances, and new certification requirements has necessitated the creation of learner-centered professional development (PD) programs. Numerous schools nationwide have succeeded in developing high-quality, learner-centered PD programs, many of which involve electronic technology and the Internet. Worksite experiences, including internships, externships, and industry tours, have proved highly beneficial in linking PD to the workplace and community. The following are among nine guidelines that have been formulated to assist individuals interested in developing strong learner-centered PD programs: (1) the content of PD should focus on what students content of post-16 courses and strategies for coping with advanced studies. Most careers-related activities for pupils in years 9-11 concerned the processes of subject options and work experience choices. All the schools were encountering difficulties in securing work experience placements in science and engineering for year 10-11 pupils. Those schools that were successful in securing placements drew heavily on contacts with parents, governors, and ex-pupils. Twenty recommendations regarding improving students' awareness of S&T-related educational and career opportunities were offered to schools, local careers service companies, national policymakers, and school science departments. (MN)

ED 448 335 CE 081 115

Jackson, Ann, Ed.; Jones, David, Ed.
Researching "Inclusion." Papers from the Annual Conference of the Standing Conference on University Teaching and Research in the Education of Adults (30th, Nottingham, England, July 3-5, 2000).
PUB DATE- 00
NOTE- 303p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Education; Accountability; Accreditation (Institutions); Admission Criteria; Adult Education; Adult Educators; *Adult Learning; Articulation (Education); Case Studies; Citizenship Education; Classroom Techniques; Computer Uses in Education; Continuing Education; Cultural Differences; Cultural Pluralism; Curriculum Development; Developed Nations; Developing Nations; Disabilities; Distance Education; Education Work Relationship; Educational Administration; Educational Environment; Educational Needs; Educational Research; Educational Technology; Enrollment Trends; *Equal Education; Experiential Learning; Foreign Countries; *Inclusive Schools; Information Technology; Instructional Desi Australia; Castells (Manuel);
IDENTIFIERS- Australia; Castells (Manuel); Japan; *Marginalized Groups; Mezirow (Jack); Social Participation; Social Partners (European Community); Social Power; South Africa; Taiwan; United Kingdom

This document contains 43 papers from a conference on researching inclusion. The following are among the papers included: "Include Me Out: Critique and Contradiction in Thinking about Social Exclusion and Lifelong Learning" (Paul Armstrong); "The Linking of Work and Education To Enable Social Inclusion" (Dave Beck); "Including Citizenship in the Adult Curriculum" (Roseanne Benn); "Researching 'Inclusion': Reality and Rhetoric; It's All in the Curriculum Approach" (Darol Cavanagh); "Flexibility and Inclusion in Lifelong Learning: Working the Discourses in Further Education" (Julia Clarke, Richard Edwards); "Researching Inclusion: The Development of Adult Education for Women" (Janet Coles); "Peripheral Vision: Staff Development and Part-Time Tutors in Adult Education" (Derek Cox); "Valuing Exclusive Educational Provision for Disabled Adults" (Mark Dale); "Without and Within: Inclusion, Identity and Continuing Education in a New Wales" (Ian Davidson, Brec'hed Piette); "Adding Life to Your Years: Transformative Learning for Older People at the Irish Museum of Modern Art" (Ted Fleming); "The Network Society and Lifelong Learning--The Work of Manuel Castells and Theories of Adult Education" (Nick Frost); "An Inclusive MBA? Researching Curriculum Design and Delivery" (Roger Hall, Caroline Rowland); "Including the Excluding Image: Researching and Teaching

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Accounting; Advisory Committees; Behavioral Objectives; Captions; Competence; Competency Based Education; Court Litigation; *Court Reporters; Data Collection; Definitions; Editing; Education Work Relationship; Educational Needs; Educational Objectives; Employment Potential; Employment Qualifications; Equipment Maintenance; Equipment Utilization; Evaluation Criteria; Glossaries; Guidelines; Information Technology; Job Performance; Job Skills; Job Training; Labor Force Development; Models; Occupational Clusters; Office Machines; *Office Occupations Education; *Performance Based Assessment; Postsecondary Education; Program Guides; Recordkeeping; Scheduling; Secondary Educati *Illinois
IDENTIFIERS- *Illinois

This document, which is intended as a guide for work force preparation program providers, details the Illinois occupational skill standards for programs preparing students for employment in occupations in the court reporter/captioner cluster. The document begins with a brief overview of the Illinois perspective on occupational skill standards and credentialing, the process used to develop the skill standards, and assumptions underlying the standards. Presented next are skill standards for 10 tasks typically performed by court reporters and captioners. Each skill standard statement contains the following components: (1) the actual skill standard (including the conditions of performance, work to be performed, and performance criteria); (2) performance elements and assessment criteria; and (3) a recommended assessment and credentialing approach. The following are among the tasks for which skill standards are provided: take/write verbatim record in machine shorthand; perform captioning services; transcribe and edit transcripts; maintain appointment calendars; store and retrieve records; perform or schedule routine maintenance; and maintain accounts. The following items are appended: glossary; lists of Illinois Occupational Skill Standards and Credentialing Council, Business and Administrative/Information Services Subcouncil, and Court Reporter/Captioner Skill Standards Development Committee members; Business and Administrative/Information Services Subcouncil Court Reporter/Captioner skill standards recognition proposal; and list of necessary workplace skills. (MN)

ED 448 353 CE 081 164

Illinois Occupational Skill Standards: Finishing and Distribution Cluster.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 00
NOTE- 48p.; For related documents, see CE 080 474-492 and CE 081 161-167.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Advisory Committees; Behavioral Objectives; Competence; Competency Based Education; Computer Printers; Data Analysis; Definitions; Education Work Relationship; Educational Benefits; Educational Needs; Educational Objectives; Employment Potential; Employment

information, the methodology used to explore policy options is discussed. Four main conclusions can be drawn from the experiences of the three study sites: (1) better understanding of the interrelationship between community-based mental health services and school-based mental health services is needed; (2) lack of on-site support makes implementation difficult; (3) prevention-oriented services are covered in only a few instances; and (4) better coordination is needed between agencies and school-based mental health services. Other models for including school-based services are also reviewed. A discussion is included on financing and reimbursement issues that may affect viability and expansion of services. Consideration is given to alternative ways to maintain and expand services. (JDM)

ED 448 372 CG 030 544

Goldman, Linda
Helping the Grieving Child in School. Fastback 460.
PUB DATE- 00
NOTE- 44p.; Sponsored by the Bernreuter Lecture Fund in School Psychology and the Pennsylvania State University Chapter of Phi Delta Kappa International.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Attention Deficit Disorders; Children; Counselor Training; *Curriculum Design; Elementary Secondary Education; Emotional Problems; Emotional Response; *Grief; Intervention; *Lesson Plans; *Self Expression; Violence
IDENTIFIERS- *Traumas

This booklet provides short treatment options for educators, counselors and others on grief issues that today's youth often face. Children may encounter the trauma of fatal illness, accidents, suicide, homicide, and terrorism that they experience either directly or indirectly through the media. They can also face abuse, divorce, multiple moves, and numerous other types of trauma. By learning to create classroom lessons that encourage children to talk, write, play, and act out their complex situations and concerns, teachers can help students keep from being distracted and preoccupied by unexpressed feelings and thoughts. The more educators are aware of common signs of grief in children, the better they can develop teachable moments. A description of the grief process is provided along with examples of how children show their grief. Common ways are explained about how grief is manifested in children with Attention Deficit Disorders. Strategies for helping the grieving child, including ways to respond; allowing for expression of emotion; encouraging picture sharing; and providing for reality checks are all described. A list of resources includes the titles of nine books for parents and educators; seven books for young children and five for teenagers; three videotapes; and four articles. (JDM)

ED 448 373 CG 030 546

Levine, Judith R.
Using Active Learning in an Adolescent Development Course.
PUB DATE- 00
NOTE- 31p.; Poster presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English

of the categories and the strategies, approaches, and techniques appropriate for each grouping. The primer addresses the therapists, including who they are, what attracted them to the field, and the problems they encounter. This is followed by an overview of psychotherapy. Different types of psychotherapy are conceptualized on a continuum. Chapters are also included on factors to consider when setting up an office, how to conduct the initial interview, and what arrangements to discuss with the patients. Therapeutic interventions and strategies, in particular those regarding anxiety and defense, are discussed. Special issues and problems, such as dealing with suicidal patients, the use of medication, and how best to handle dreams, are all addressed. A chapter is included on contemporary schools of thought such as self psychology, intersubjectivity, and social constructionism. (Contains 10 appendixes, and 97 references.) (JDM)

ED 448 393 CG 030 605

Maliszewski, Stan; Luther, Ann
Guide for the Appraisal of Counselors.
PUB DATE- 00
NOTE- 27p.; Produced by the Omaha Public Schools, Student and Community Services.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Counseling; Counselor Performance; Counselor Role; Elementary Secondary Education; Evaluation; Improvement Programs; Needs Assessment; *School Counseling; *School Guidance; State Programs

Appraisal and continued improvement of counselor performance is a significant phase of the guidance program improvement process. School counselors must be able to: (1) deliver guidance curriculum for all students; (2) plan individually for each student; (3) respond to requests by students, parents, and teachers; and (4) plan and coordinate guidance-related activities. In order to sustain a statewide guidance program, an examination of the performance standards required of school counselors was undertaken. Part 1 of this report reviews the goals of a counselor appraisal. Part 2 discusses the appraisal participants and their roles. Part 3 contains several sections on the appraisal process including personal goals and student competencies; formal and informal observations; individual development plans; an appraisal summary; and the intervention process. Part 4 reviews the performance standards for five competencies: guidance curriculum; individual planning; response service; system support; and professional and personal qualities. These standards can be used for basic counselor appraisal and also serve as a guide for self-appraisal. Forms used for guidance planning, observations, and performance appraisal are included. (JDM)

ED 448 394 CG 030 607

Butcher, Val; Bell, Elsa; Hurst, Alan; Mortensen, Rose
New Skills for New Futures: Higher Education Guidance and Counselling Services in the UK.
PUB DATE- 98
NOTE- 60p.; This report is the UK contribution to the FEDORA (Forum European de l'Orientation Academique) project on "New

Perry Rajewski); "Fun with Vocabulary" (Janet Towell); "A Scaffolding Technique To Develop Sentence Sense and Vocabulary" (Evelyn T. Cudd and Leslie L. Roberts); "C(2)QU: Modeling Context Use in the Classroom" (Camille L. Z. Blachowicz); and "What's Literacy?" (Melissa Kotrla). Three appendixes present position statements from the International Reading Association on: the role of phonics in reading instruction; phonemic awareness and the teaching of reading; and using multiple methods of beginning reading instruction. (SR)

ED 448 413 CS 014 181

International Reading Association Position on Title I Reauthorization: 10 Policy Recommendations.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Policy; Elementary Education; *High Risk Students; *Literacy; *Program Effectiveness; *Program Improvement
IDENTIFIERS- *Elementary Secondary Education Act Title I; International Reading Association

This handbook lists the International Reading Association's 10 recommendations for improving the standards set by Congress' latest reauthorization of Title I, a program that uses federal funds at the local school district level to improve the performance of students in the early elementary grades who are at risk of school failure. Each recommendation is stated and briefly described; supporting evidence is outlined for the recommendation; and references and annotated suggested readings are listed. The 10 recommendations for Title I are as follows: (1) Teachers entrusted with the literacy development of U.S. children should be highly qualified; (2) Even the best teachers need professional development; (3) Schoolwide projects should address the needs of all students with particular attention to those most at risk of school failure; (4) Early intervention is critical; (5) Assessment needs to be ongoing and linked directly to instruction; (6) Accountability encourages involvement and enhances program effectiveness; (7) The services for children need to be coordinated to fit the needs of the child, not the child to the services; (8) Programs should be based on a wide range of research; (9) Parents need to be active partners in all programs; and (10) Decision making needs to be focused on each child and done by those who are closest to the child. It concludes with a list of related resources from the International Reading Association for each of the 10 recommendations. (SR)

ED 448 414 CS 014 183

Padak, Nancy D., Ed.; Rasinski, Timothy V., Ed.; Peck, Jacqueline K., Ed.; Church, Brenda Weible, Ed.; Fawcett, Gay, Ed.; Hendershot, Judith M., Ed.; Henry, Justina M., Ed.; Moss, Barbara G., Ed.; Pryor, Elizabeth, Ed.; Roskos, Kathleen A., Ed.; Baumann, James F., Ed.; Dillon, Deborah R., Ed.; Hopkins, Carol J., Ed.; Humphrey, Jack W., Ed.; O'Brien, David G., Ed.
Distinguished Educators on Reading: Contributions That Have Shaped Effective Literacy Instruction.
PUB DATE- 00
NOTE- 565p.
LANGUAGE- English

Achievement; *Reading Achievement; *Reading Attitudes; Reading
Research; *Self Concept

This study explores the relationship between reading attitudes, self-perceptions and reading achievement among second and sixth graders. The sample consisted of 84 second graders (39 females, 45 males) and 71 sixth graders (32 females, 39 males). Participants responded to the Estes Attitude Scales for reading, math and science and the "About Myself Scale" (a measure of self-perception). As predicted, second grade students displayed more positive attitudes on all scales administered than did the sixth grade students. In addition, below grade level readers scored more negatively on all scales than on grade level readers. Implications and intervention strategies are discussed. Appendixes contain 2 survey instruments, a figure of data, and 4 tables of data. (Author/RS)

ED 448 433   CS 014 233

Flippo, Rona F., Ed.
Reading Researchers in Search of Common Ground.
PUB DATE- 01
NOTE- 214p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Instructional Effectiveness; Multicultural
Education; Primary Education; *Reading; Reading Achievement;
Reading Difficulties; *Reading Instruction; Reading Motivation;
*Teaching Methods
IDENTIFIERS- National Assessment of Educational Progress

Investigating what 11 eminent literacy scholars with diverse philosophies could agree to regarding contexts and practices for teaching reading, this book presents comprehensive analyses of these findings, dubbed the "Expert Study," and their implications. It includes a reprint of the 1998 article "Points of Agreement: A Display of Professional Unity in Our Field," which provides background on the Expert Study; the voices of experts who took part in the study, along with additional distinguished literacy scholars who have specialized experiences and vantage points from which to view the Expert Study; and recommendations for use of the Expert Study findings. After a foreword, preface, and biographies, chapters in Part 1 (The Study, Findings, and Experts' Points of View) are: (1) "About the Expert Study: Report and Findings" (Rona F. Flippo); (2) "Point of View: Richard C. Anderson" (Linda G. Fielding); (3) "On Being an 'Expert' with a Point of View: Ten Years On" (Brian Cambourne); (4) "My Point of View" (Edward Fry); (5) "Always a Teacher: From Teacher to Teacher Educator to Researcher" (Yetta M. Goodman); (6) "Evaluation, Writing, and Reading" (Jane Hansen); (7) "Point of View: Jerome C. Harste" (Diane DeFord); (8) "Point of View: Wayne R. Otto" (Robert T. Rude); (9) "Developing Readers" (Scott G. Paris); (10) "Life in the Radical Middle: A Personal Apology for a Balanced View of Reading" (P. David Pearson); (11) "Point of View: George Spache" (Richard D. Robinson); and (12) "Principled Pluralism for Adaptive Flexibility in Teaching and Learning To Read" (Rand J. Spiro). Chapters in Part 2 (Making Sense of Literacy) are: (13) "What We Know about Multicultural Education and Students of Diverse Backgrounds" (Kathryn H. Au); (14) "What We Know about Readers Who Struggle" (Victoria Purcell-Gates); and (15) "What We Know about Motivation To Read" (Linda B. Gambrell). Chapters in Part 3 (Toward a Common Ground) are: (16) "A Focus on NAEP Data: What It Means, What It Does Not Mean, and the Findings from the Expert Study" (Jay R.

Section 4 (Showing, Not Telling): "A Training Program for Student Writers" (Rebekah Caplan); Section 5 (Using Cooperative Learning to Facilitate Writing): "Using Structures to Promote Cooperative Learning in Writing" (Jeanne M. Stone and Spencer S. Kagan); Section 6 (Writing): "Developing a Sense of Audience, or Who Am I Really Writing This Paper For?" (Mark K. Healy); Section 7 (Teaching Writing in the Culturally and Linguistically Diverse Classroom): "English Learners and Writing: Responding to Linguistic Diversity" (Robin Scarcella); Section 8 (Domains of Writing): "Teaching the Domains of Writing" (Nancy McHugh); Section 9 (Writing the Saturation Report): "Using Fictional Techniques for Nonfiction Writing" (Ruby Bernstein); Section 10 (Point of View in Writing): "A Lesson on Point of View...That Works" (Carol Booth Olson); Section 11 (Writing the I-Search Paper): "The Reawakening of Curiosity: Research Papers as Hunting Stories" (Ken Macrorie); Section 12 (Critical Thinking and Writing): "Reforming Your Teaching for Thinking: The Studio Approach" (Dan Kirby); Section 13 (Sharing/Responding): "Some Guidelines for Writing-Response Groups" (Peter Elbow); Section 14 (Reader Responses): "Dialogue with a Text" (Robert E. Probst); Section 15 (RAGs for Sharing/Responding): "Using Read-Around Groups to Establish Criteria for Good Writing" (Jenee Gossard); Section 16 (Rewriting/Editing): "Competence for Performance in Revision" (Sheridan Blau); Section 17 (Revising for Correctness): "Some Basics That Really Do Lead to Correctness" (Irene Thomas); Section 18 (Building Vocabularies): "Word-Sprouting: A Vocabulary-Building Strategy for Remedial Writers" (Barbara Morton); Section 19 (Evaluation): "Holistic Scoring in the Classroom" (Glenn Patchell); and Section 20 (Evaluation Techniques): "Some Techniques for Oral Evaluation" (Michael O'Brien). Contains over 100 references. (EF)

ED 448 453 CS 217 326

Ong, Faye, Ed.
English-Language Arts Content Standards for California Public Schools: Kindergarten through Grade Twelve.
PUB DATE- 98
NOTE- 96p.; Edited with Greg Getting.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Communication Skills; Elementary Secondary Education; *Evaluation Criteria; *Language Arts; Oral Language; *Reading Skills; *State Standards; Verbal Communication; *Writing Skills
IDENTIFIERS- State Initiatives

This book represents a strong consensus on the skills, knowledge, and abilities that all students should be able to master in language arts at specific grade levels during 13 years in the California public school system. Standards for each grade level are broken down into the following categories: Reading, Writing, Written and Oral English Language Conventions, and Listening and Speaking. In addition, the Reading category is broken down into: Word Analysis, Fluency, and Systematic Vocabulary Development; Reading Comprehension; and Literary Response and Analysis. The Writing category is divided into: Writing Strategies; and Writing Applications (Genres and Their Characteristics). The Listening and Speaking category is divided into: Listening and Speaking Strategies; and Speaking

Worksheet; Day Nine--Hershey Kiss Activity; and Day Ten--End of Unit Journal Writes, Journal Writes, Turn in Descriptive Writing Folders. (NKA)

ED 448 476 CS 510 437

Weispfenning, John
Department Strategies for Avoiding the Abuse of Part-Time Instructors.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjunct Faculty; Case Studies; *Communication (Thought Transfer); Departments; Higher Education; *Part Time Faculty; Teaching Conditions
IDENTIFIERS- Otterbein College OH

The use of adjunct faculty members is largely dictated and controlled by institutional needs and policies that exist outside academic departments. Within those institutional frameworks, however, there exist substantial opportunities for departments to improve the working conditions of adjunct faculty members. Through the judicious use of resources, department chairpersons can play an important role in determining how the adjunct faculty members view, and are viewed by, the institution. This paper discusses the specific challenges and opportunities faced at Otterbein College, where the author is chair of the Department of Communication. It presents practical hiring, orientation, assessment, and allocation strategies developed for use in the Department of Communication that chairpersons can use to improve the working conditions of adjunct faculty members. (Contains 5 notes and 14 references.) (RS)

ED 448 477 CS 510 448

Mayer-Guell, Ann M.
Exploring the Field: Incorporating Field Research into the Organizational Communication Survey Course.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Descriptions; *Experiential Learning; Field Studies; Higher Education; Instructional Innovation; Introductory Courses; *Learning Activities; *Organizational Communication; Student Journals
IDENTIFIERS- *Course Development; Southern Methodist University TX

One of the main problems faced by an organizational communication instructor at Southern Methodist University was how to incorporate experiential learning into her survey course without jeopardizing precious class time. After careful consideration, she came up with a course design that she felt extended hours, a rigorous curriculum, and professional development programs. SAGE is likely to expand, despite evidence of ineffectiveness, in part because of immense political support. SAGE supporters claim reducing class size will increase teacher focus and student participation, reduce classroom problems, improve morale, and spur innovative practices. These claims are advanced despite counter evidence of weaknesses in internal review processes and issues with evaluation by outside reviewers. Research reveals limitations in SAGE effectiveness, including a minimal impact on achievement in second and third grade, particularly among African Americans, no measurable impact among non-African American students, and meager average gains. Funding increases required by current plans to expand SAGE are unwarranted given likely marginal achievement gains. (Contains 90 citations.) (TEJ)

ED 448 497   EA 030 710

Thomas, M. Donald; Bainbridge, William L.
Global Perspective on School Leadership.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Effectiveness; Educational Change; *Educational Innovation; *Educational Philosophy; Elementary Secondary Education; Holistic Approach; Leadership Qualities; *Leadership Responsibility; *Leadership Styles; *Personality Traits
IDENTIFIERS- Kahn (Herman); *Lincoln (Abraham)

The complexity of educational leadership belies simple models and must be examined holistically and historically. Leadership has a setting, a historical framework, a wholeness of meaning, and a diversity of influences. Effective leaders must both articulate the values of society and go beyond them. Most agree leadership: (1) is situational and varies with individuals and events; (2) emerges from every segment of society, and no single program produces leaders; (3) involves helping followers attain goals; (4) has an ethical dimension; and (5) is best understood through studying historical figures. Educational leadership today is made more difficult because of declining financial support, rising demand for accountability, increasing diversity, increasing policy conflicts, and pressure to use technology in the face of access gaps. Effective leaders require such personal competencies as the ability to listen, validate information, speak clearly, learn, use research, motivate, take risks, and establish purpose. Effectiveness requires technical competencies in such areas as professional leadership, information management, professional development, human resources, organizational management, financial management, and information systems. Future leadership will emanate from knowledge, not position, and embrace as priorities democratic principles; basic human rights; adherence to ethics, equity, fairness, and justice; knowledge of best practices; and adherence to the exemplar principle. Educational leaders must express idealism and practicality, remaining convinced of the usefulness of education. (TEJ)

ED 448 498   EA 030 714

Lumsden, Linda

required assurance, transfers of property, effect of employment opportunities, designation of responsible employee and adoption of grievance procedures, and dissemination of policy. The other sections discuss educational institutions controlled by religious organizations, military and merchant-marine educational institutions, admissions, transition plans, recruitment, education programs or activities, housing, access to course offerings, financial assistance, athletics, and other requirements. (RJM)

ED 448 517 EA 030 790

Part 110--Nondiscrimination on the Basis of Age in Programs or Activities Receiving Federal Financial Assistance.
PUB DATE- 00
NOTE- 15p.; For other nondiscrimination provisions, see EA 030 789-791.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Age Discrimination; Civil Rights; *Civil Rights Legislation; Educational Policy; Elementary Secondary Education; Equal Protection; *Federal Regulation; School Policy
IDENTIFIERS- *Age Discrimination Act 1975

This document addresses nondiscrimination on the basis of age in programs or activities receiving federal financial assistance. It consists of the amendments made in the notice of Final Regulations published in the Federal Register on November 13, 2000. Its purpose is to set out the Department of Education's rules for implementing the Age Discrimination Act of 1975. The act, which prohibits discrimination on the basis of age in programs or activities receiving federal financial assistance, does permit federally assisted programs or activities and recipients of federal funds to continue to use age distinctions and factors other than age that meet the requirements of the act. The amendment is divided into four parts: (1) general; (2) standards for determining age discrimination; (3) duties of Department of Education recipients; and (4) investigation, conciliation, and enforcement procedures. Section 1 examines the purpose of the age-discrimination legislation and discusses the programs affected by the legislation. Section 2 looks at exceptions to the rules against age discrimination, burden of proof, and special benefits for children and the elderly. Section 3 outlines general responsibilities, information requirements, and recipient assessment of age distinction. The last section details compliance reviews, complaints, mediation, investigation, prohibition against intimidation or retaliation, and remedial action by recipients. (RJM)

ED 448 518 EA 030 791

Part 100--Nondiscrimination under Programs Receiving Federal Assistance through the Department of Educational Effectuation of Title VI of the Civil Rights Act of 1964.
PUB DATE- 00
NOTE- 23p.; For other nondiscrimination provisions, see EA 030 789-790.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Civil Law; Civil Rights; *Civil Rights Legislation; Educational Policy; Elementary Secondary Education; Equal Protection; *Federal Regulation; *Racial Discrimination; School Policy

benefits include greater accessibility and savings in cost and time. Chapter 2, "Learning To Look: The World of Search Engines," examines strategies for effective use of search engines. Chapter 3, "Finding the Big Bucks: U.S. Department of Education," presents the departmental grant-giving agencies, programs, guidelines, and procedures on the Internet. Chapter 4, "Other Federal Agencies, Programs, and Publications," offers information on educational grants available from a variety of federal agencies. Chapter 5, "All about Foundations," analyzes the Foundation Center's Web site. Chapter 6, "Numbers, Numbers Everywhere: Other Useful Sites," catalogs online governmental statistical resources for use in grant problem statements. Chapter 7, "Make the Most of What You've Got: Educational Organizations and Associations," surveys resources from nonprofit organizations. Chapter 8, "Read All about It! Online Book Sellers, Journals, and Publishing Companies," compiles online book sellers, journals, and publishers. Chapter 9, "On the Home Front: State Departments of Education," evaluates the online resources from all 50 states. Chapter 10, "Other Internet Applications: Mailing Lists, Discussion Groups, and E-Mail," reviews a full range of Internet services for grant writers. Chapter 11, "When the Pencil Meets the Paper: Online Grantwriting Tips," links grant writers to online advice and tools. (Contains a 10-page index.) (TEJ)

ED 448 539   EA 030 816

Burrello, Leonard C.; Lashley, Carl; Beatty, Edith E.
Educating All Students Together: How School Leaders Create Unified Systems.
PUB DATE- 01
NOTE- 260p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Leaders; *Educational Change; Educational Development; Elementary Secondary Education; High Risk Students; Incentives; *Leadership Qualities; *Leadership Responsibility; *Leadership Styles; Learner Controlled Instruction; Rewards; *School Community Relationship; School Restructuring; Special Education; *Special Needs Students; Systems Analysis; Systems Approach

This book established a plan for creating a truly integrated educational system, one that unifies the separate and parallel systems of special and general education. Chapter 1, "Students at the Margins," explores the dual tragedy of discouraged and disinterested students and presents eight essential questions guiding a unified system of leadership. Chapter 2, "Reconceiving the Purposes of Schooling," urges adoption of a differentiated approach, drawing on the continuum-of-services, inclusive-school, and learner-centered school models for educating students with disabilities. Chapter 3, "A Transformational Leadership Strategy: Complex Adaptive Systems," examines the linked attributes of interrelationships, diversity, nonlinearity, self-organization, and attractors, which leaders must appreciate to "reculture" schools as learner-centered environments. Chapter 4, "Incentives as Attractors: Why Things Remain the Same and How To Change Them," analyzes the role of incentives in driving change in five districts. Chapter 5, "The Transformation to Learner-Centered," explores the transformative roles of principals, teachers, and staff through the metaphor of schools as playhouses. Chapter 6, "The more than 250,000 students in grades 6-12. The 40 highlighted assets, grouped into two main types, are designated as either external or internal. The external assets are good things needed in life, while the internal assets are good things needed in oneself. The two main types of assets are divided into eight smaller categories: support, empowerment, boundaries, constructive use of time, commitment to learning, positive values, social competencies, and positive identity. Each category has its own title page that explains what those assets are about. Each asset has its own chapter, divided into sections that provide ideas for building assets at home, at school, in the community, in congregations, and with friends. Facts related to the assets are provided, along with true stories about real people who are building the assets and resources. In a "Tools and Resources" section at the end of the book, pages are provided for photocopying a list of all 40 assets and asset-building ideas for adults, families, schools and youth organizations, congregations and neighborhoods, and businesses and government. (Contains 123 references.) (CR)

ED 448 557 EC 308 172

Hanisch, Laura J.
Functional Impairment of Bipolar Disorder: A Review of the Literature.
PUB DATE- 00
NOTE- 64p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; *Biological Influences; *Etiology; Individual Characteristics; *Mental Disorders; *Neurological Impairments; Neurological Organization; *Neuropsychology; *Psychological Characteristics; Symptoms (Individual Disorders)
IDENTIFIERS- *Manic Depression

A critical review of neuropsychological results for subjects with bipolar disorder was compared to magnetic resonance imagining (MRI) findings. Studies containing both neuropsychological and MRI outcomes were limited. Therefore, the neuropsychological literature was independently critiqued, then compared to the MRI results from a prior review by Norris, Krishnan, and Ahearn (1997) on structural changes in the brains of patients with bipolar disorder. The reviewed literature appeared to have numerous strengths in research design, but the major limitation was a failure to control statistically for subjects' demographic variables and mediation. The neuropsychological results of persons with bipolar disorder did not reveal generalized deficit but specific functional deficits in memory, learning, and problem solving. These cognitive deficits were well associated with the MRI findings of impaired connections between temporal lobe structures and the prefrontal cortex. Additional analyses of neuropsychological measures and neuroimaging within the same study are strongly suggested. (Contains 32 references.) (Author/CR)

ED 448 558 EC 308 173

Brannen, Susan J.; Cooper, Eugene B.; Dellegrotto, John T.; Disney, Sarah T.; Eger, Diane L.; Ehren, Barbara J.; Ganley, Kimberly A.; Isakson, Carolyn W.; Montgomery, Judith K.; Ralabate, Patricia K.; Secord, Wayne A.; Whitmire, Kathleen A.
Developing Educationally Relevant IEPs: A Technical Assistance Document for Speech-Language Pathologists.

Teacher Attitudes; *Urban Schools

This study determined if the required use of state-adopted education specifications guidelines when constructing or modernizing urban high school facilities had resulted in more adequate housing for programs than in states without such guidelines. A 1991 survey of high school classroom teachers was returned by 8 schools totaling 113 respondents. Findings indicate that high school facilities are more adequate for instruction programs when constructed according to state-adopted guidelines for the development of educational facilities. This conclusion applied to the following school facility features: location and site; structural, mechanical, electrical, maintenance features; and educational adequacy in academic, special, and support areas. The existence of state guidelines was found to have no significant affect on perceptions of external aesthetic appearance of the facility, although the perceptions of facility adequacy relating to internal environmental features were higher among the teachers in states with guidelines. Appendices provide the questionnaire, correspondence, and weighted responses to questionnaires. (Contains a 53-item bibliography.) (GR)

ED 448 576 EF 005 822

Weidner, Theodore J.
Higher Education Vertical Infrastructure Maintenance Planning.
PUB DATE- 99
NOTE- 298p.; Ph.D. Dissertation, Rensselaer Polytechnic Institute.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Evaluation Methods; *Fund Raising; Higher Education; Planning; *Proposal Writing; Resource Allocation; *School Maintenance; *Universities

To assist higher education facility officers in documenting their financial needs for renewing and renovating existing physical facilities, this study examined the accuracy against observed conditions of the tools used to identify vertical infrastructure maintenance needs in a large public university. Data developed for U.S. Army facilities is utilized in three different ways to identify whether such data will be accurate in higher education facilities. The application methods explored are selected to utilize as much data as possible that is familiar to non-technical people while still providing a reasonable reflection of changing annual needs. The selected funding needs model is accurate within 10 percent, a similar level of error when compared to the physical assessment techniques used. The model is also useful for planning purposes to identify future resource needs and documenting costs for overhead charges. Appendices contain a building maintenance database report and building evaluation form. (Contains 84 references.) (GR)

ED 448 577 EF 005 823

Burch, Arthur Lee, Jr.
Middle School Facilities for the Twenty-First Century: An Identification of Critical Design Elements by Selected Architects, Administrators and Teachers.
PUB DATE- 94
NOTE- 126p.; Ph.D. Dissertation, Texas A & M University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alternative Assessment; Educational Assessment; English (Second Language); *Evaluation Methods; Evaluation Research; Foreign Countries; Higher Education; Measures (Individuals); *Second Language Instruction; Second Language Learning; *Student Evaluation
IDENTIFIERS- *United Arab Emirates

Until very recently, assessment in the Arabian Gulf focused primarily on high stakes testing. However, with the increased popularity of multiple-measure assessment, institutions in the region are adopting alternative forms of assessment. This paper provides a rationale for alternative assessment in the English-as-a-Foreign/Second-Language (EFL/ESL) setting. More specifically, a literature review of assessment research is provided and an evaluation of assessment reform at two government tertiary institutions is described. Alternative assessments generally meet the following criteria: focus is on documenting student growth over time rather than on comparing students with one another; emphasis is on students' strengths--what they know and what they can do with the language--rather than on their weaknesses; consideration is given to learning styles, language proficiencies, cultural and educational backgrounds, and grade levels of students; authenticity is prized because it is based on activities that represent actual progress toward instructional goals and reflect tasks typical of classrooms and real-life settings. Specific sections address the emergence of alternative assessment, traditional versus alternative assessment, assessment in the Arabian Gulf, and alternative assessment in the United Arab Emirates. It is concluded that alternative assessment is a superior learning and teaching tool, and that its growing use in the Arabian Gulf region is a positive development. (Contains 2 figures and 11 references.) (KFT)

ED 448 600 FL 026 522

Greis, Naguib
Aspects of Modern Egyptian Arabic: Its Structure, Humor, Proverbs, Metaphors, Euphemisms and Common Expressions.
PUB DATE- 00
NOTE- 90p.
LANGUAGE- English; Arabic
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Arabic; Foreign Countries; *Humor; Language Usage; *Metaphors; Oral Language; *Proverbs; Second Language Instruction; Second Language Learning; *Standard Spoken Usage; Written Language
IDENTIFIERS- *Egypt

The Arabic language used in Egypt is traditionally divided into two major types: classical and colloquial. The idea is that classical or literary Arabic is to be found mostly in formal writing and speaking, whereas colloquial Arabic is used mainly in daily conversation. When it comes to actual usage, however, this distinction is not always clearly observed. In this study an attempt is made to describe the general characteristics of the language, its humor, proverbs, metaphors, euphemisms, and common expressions as actually used by educated Egyptians in both oral and written communication. Examples are provided from recent periodicals, newspapers, and popular literature. A well-organized sampling of different kinds of modern Egyptian Arabic writing with the literal English translation and the English language equivalent is provided--for example, the Arab proverb

DESCRIPTORS- *Collegiality; Educational Administration;
  *Educational Change; Educational Finance; Foreign Countries;
  *Higher Education; *Traditionalism
IDENTIFIERS- *Great Britain; University of Oxford (England)

This book examines how the idea of collegiality in British higher education is being restructured in response to contemporary pressures of marketization, managerialism, and massification. The focus is on Oxford University, but implications are drawn for the future of higher education in Britain in general. The chapters are: (1) "Collegiality Debated"; (2) "Continuity and Change in the Collegiate Tradition"; (3) "Commensality: Time and Space, Port and Sport, Code and Dress"; (4) "The Elusive Search for the Best and the Brightest: Many Are Called, Few Are Chosen"; (5) "The Tutorial System: The Jewel in the Crown"; (6) "Governance: A Community of Self-Governing Scholars"; (7) "Finance: The Well-Endowed Corporation"; and (8) "Crisis? What Crisis?" A postscript, "The Death of the Collegiate Tradition?" presents some scenarios for the future. (Contains 234 references.) (SLD)

ED 448 622 HE 033 631

Aronowitz, Stanley
The Knowledge Factory: Dismantling the Corporate University and Creating True Higher Learning.
PUB DATE- 00
NOTE- 217p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Role; *Curriculum; Educational Change;
  *Educational Objectives; *Higher Education; *Learning; *Training
IDENTIFIERS- *Reform Efforts

This analysis of the structure and curriculum of U.S. higher education suggests that learning is no longer the focus of the higher education system. An education that trains for particular occupations or skills and that results in the student's identification with social and cultural authorities have become the goals of a system that want to help the student adapt to the prevailing order. The chapters are: (1) "Knowledge Factories"; (2) "Higher Education or Higher Training?" (3) "The American Academic System"; (4) "Academic Labor and the Future of Higher Education"; (5) "Who Gets In, Who's Left Out of Colleges and Universities? (6) "What Is Taught, What Is Learned?" and (7) "Dismantling the Corporate University." (Contains 51 endnotes.) (SLD)

ED 448 623 HE 033 632

Altbach, Philip G.; Engberg, David
Higher Education: A Worldwide Inventory of Centers and Programs.
PUB DATE- 01
NOTE- 316p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs
  (132),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Colleges; Foreign Countries; *Higher Education;
  *International Education

This inventory is a guide to higher education programs, centers, and related agencies. It opens with an essay that gives an overview of higher education research and training, providing a context for the programs and centers listed in the inventory. The chapters are: (1) "Research and Training in Higher video and the accompanying facilitator's guide is on getting out of a building safely. Included with the guide is a self-assessment which allows participants to determine their own knowledge levels after the video presentation. (SLD)

ED 448 646   HE 033 655

Smith, Barbara Leigh, Ed.; McCann, John, Ed.
Reinventing Ourselves: Interdisciplinary Education, Collaborative Learning, and Experimentation in Higher Education.
PUB DATE- 01
NOTE- 474p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Cooperation; Educational Innovation; *Experiments; *Higher Education; *Instructional Effectiveness; *Interdisciplinary Approach

This collection examines the experiences of and lessons learned from a variety of institutions that pioneered new approaches for more effective teaching and learning. The selections are: (1) "Dangerous Outposts: Progressive Experiments in Higher Education in the 1920s and 1930s" (Steven R. Coleman); (2) "The Innovative Colleges and Universities of the 1960s and 1970s: Lessons from Six Alternative Institutions" (Joy Rosenzweig Kliewer); (3) "Interdisciplinary Education at Hampshire College: Bringing People Together around Ideas" (Ann P. McNeal and Frederick Stirton Weaver); (4) "Evergreen at Twenty-Five: Sustaining Long-Term Innovation: (Barbara Leigh Smith); (5) "Bridging Theory and Practice: Public Service at the Evergreen State College" (Magda Costantino, Emily Decker, Jeanine L. Elliott, Tina Kuckkahn, and Helen Lee); (6) "Learning Communities: A Convergence Zone for Statewide Educational Reform" (Barbara Leigh Smith); (7) "Integration and Assessment of Service-Learning in Learning Communities" (Karen Kashmanina Oates and Laura Gaither); (8) "Uncommon Sense: Liberal Education, Learning Communities, and the Transformative Quest" (Les K. Adler); (9) "Toward an Interdisciplinary Epistemology: Faculty Culture and Institutional Change" (Grant H. Cornwell and Eve W. Stoddard); (10) "Voices in Seminar: Ideologies and Identities" (Susan Fiksdal); (11) "Powerful Pedagogies" (Willam H. Newell); (12) "Should the Teacher Know the Answer? Two Ways To Organize Interdisciplinary Study around Inquiry" (Donald L. Finkel); (13) "Jenny's Painting: Multiple Forms of Communication in the Classroom" (Mark Pedelty); (14) "Student-Active Science in Interdisciplinary Studies: Problems and Solutions" (Janet F. Ott); (15) "Increasing Access in the Sciences through Interdisciplinary Feminist Perspectives" (Gary L. Bornzin); (16) "Building an Organization That Reflects Interdisciplinarity" (Anne G. Scott and Celestino Fernandez); (17) "The Academic Department in a Multidisciplinary Context: An Argument for the Administrative Holding Company amidst Communities of Learners" (Joseph J. Comprone); (18) "Alternative Ways of Organizing: The Importance of Organizational Culture" (Sandra J. Sarkela); (19) "Reconceptualizing the Faculty Role: Alternative Models" (James R. Chen, Michael V. Fortunato, Alan Mandell, Susan Oaks, and Duncan RyanMann); (20) "Interdisciplinary Assessment for Interdisciplinary Programs" (Karl L. Schilling); (21) "Students on Interdisciplinary Education: How They Learn and What They Learn" (John McCann); (22) "Learning To See Academic Culture through the Eyes of the Participants: An Ethnographic/Folkloristic Approach to Analyzing and Assessing the Cultures of Alternative Institutions" (Peter Tommerup);

Learning" (Donna Wood McCarty); (17) "It's a Long Hard Road!" (Alan Jenkins); (18) "Questioning the Skills Agenda" (Len Holmes); (19) "Concluding Observations and Plans for Institutional Implementation" (Stephen Fallows and Christine Steven); and (20) "'How To' at the Module Level: A Selection of Practical Skills Implementation Tips" (Christine Steven and Stephen Fallows). An appendix contains contact information for the authors. Each chapter contains references. (Contains 12 figures and 9 tables.) (SLD)

ED 448 667 HE 033 678

Managing Academic Health Centers: Meeting the Challenges of the New Health Care World.
PUB DATE- 00
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administration; *Health Services; Higher Education; *Medical Education; Program Evaluation; *Strategic Planning; *Teaching Hospitals
IDENTIFIERS- *Academic Health Centers

This report focuses on strategies documented by the Commonwealth Fund Task Force on Academic Health Centers (AHCs) concerning AHCs' management of patient care and research missions. Whatever challenges AHCs face in the future, their ability to respond effectively will be determined by the quality of their governance and management. To improve their capabilities, AHCs are adopting organizational reforms, including unified clinical and academic governance, increased autonomy for the clinical enterprise, reforms in faculty governance, mission management, and improved information systems. To date, AHCs have devoted relatively little attention to leadership development. Most of their time and energy has been directed toward designing reforms to enhance their clinical market share while reducing clinical costs. Strategies to this end include developing primary care capabilities and protecting specialty care markets. Virtually every AHC has made efforts to reduce costs over the last decade, and some have turned to strategies to reduce dependence on the clinical enterprise. AHCs must continue to support research activities, attracting new sources of funding and improving the management of research funds and activities. In spite of all their efforts, AHCs have missed some important opportunities to increase their competitiveness and efficiency. Development of the capacity for innovation is essential for the future success of AHCs. (Contains 66 references.) (SLD)

ED 448 668 HE 033 679

Gateway to the American Dream: Colleges and Communities. The State of the Community Outreach Partnership Centers Program, 2000.
PUB DATE- 00
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Development; Community Programs; *Higher Education; *Outreach Programs; *Partnerships in Education; *School Community Relationship; Urban Renewal

indexes and databases (in print, CD-ROM, online, and Web-accessible formats), electronic encyclopedias, Web search engines, and commercial online information services. Tips are provided for note-taking (including electronic note-taking), printing from electronic resources, and Web browsing. The book's eight chapters are written by two college English professors and three electronic services librarians. Contributors' chapters are arranged so that they parallel the research and writing process. Throughout the book, readers follow two students as they choose a topic; conduct research; evaluate sources; and write, revise, and polish their final papers. Chapters include: (1) "Getting Ready To Write and Conducting Primary Research"; (2) "Secondary Research Using Print Sources"; (3) "Secondary Research Using Electronic Research Tools"; (4) "Secondary Research Using Online Services"; (5) "Secondary Research Using the Internet"; (6)"Evaluating Information Sources, Writing, and Revising"; (7) "Proofreading and Preparing the Final Copy"; and (8) "Citing Print and Electronic Resources." The chapter on citing electronic resources uses both American Psychological Association (APA) and Modern Language Association (MLA) styles. Two model research papers round out this book. Includes an index. (AEF)

ED 448 689   IR 020 451

Jame, Edwyn; Istance, David
Learning To Bridge the Digital Divide: Schooling for Tomorrow. Education and Skills. National Center on Adult Literacy (NCAL)/Organization for Economic Cooperation and Development (OECD) Roundtable (5th, Philadelphia, Pennsylvania, December 8-10, 1999) .
PUB DATE- 00
NOTE- 137p.; In the United States, permission to reproduce a portion of this work for non-commercial purposes or classroom use should be obtained through the Copyright Clearance Center, Customer Service, 222 Rosewood Dr., Danvers, MA 01923; Tel: 508-750-8400; Web site: http://www.copyright.com.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Access to Information; Adult Education; *Equal Education; Foreign Countries; Information Technology; Lifelong Learning; Literacy
IDENTIFIERS- *Organisation for Economic Cooperation Development

This publication builds on the papers and discussions of the Fifth National Center on Adult Literacy (NCAL)/Organization for Economic Cooperation and Development (OECD) Roundtable. The volume presents an analysis of the "learning digital divide" in different countries--developed and developing--and the policies and innovations designed to bridge it. Chapters are: "The Emerging Policy Agenda" (Stephen McNair); "Different Educational Inequalities: ICT and Option to Close the Gaps" (Guillermo Kelley-Salinas); "The Digital Divide: Making Knowledge Available in a Global Context" (Nolan A. Bowie); "Emerging Trends and Issues: The Nature of the Digital Divide in Learning" (Synthesis by OECD Secretariat); "The Digital Divide within Formal School Education: Causes and Consequences" (Richard L. Venezky); "Basic Skills in Adult Education and the Digital Divide" (Lynda Ginsburg, John Sabatini, and Daniel A. Wagner); "Towards Bridging Learning's Digital Divide" (Synthesis by OECD Secretariat); "ICT, Equity and the Challenge of Lifelong Learning: The Swedish Approach" (Sten Ljungdahl); and "Other National Approaches: Portugal, the United Kingdom, consulting, and experimentation, a "multi-book" (i.e., a personalized electronic book), and use of agent-based tools; (2) agents in EVA, including the multi-agent environment of personal education (e.g., Internet and filtering, collaboration, personal advisor, evaluator, and group monitor agents), multi-agent planning, and agents for virtual laboratories; (3) a unifying framework for agents in EVA, including the Agent Communication Channel Router, Agent Management System, and Directory Facilitator; and (5) the LAN/ATM (Local Area Network/Asynchronous Transfer Mode) hardware platform developed for the EVA environment. (Contains 23 references.) (MES)

ED 448 711 IR 020 474

Farmer, Shanan H.; Sobieszcyk, Frank; Farmer, Rachelle
The Development of an All-in-One Virtual Campus from Ground Zero.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer System Design; *Computer Uses in Education; Courseware; *Distance Education; Educational Administration; Educational Technology; Higher Education; Material Development; *Systems Development; World Wide Web
IDENTIFIERS- Course Development; Department of Defense; Technology Integration; Technology Utilization; *Virtual Universities; *Web Based Instruction

This paper describes the authors' experiences in developing an all-in-one virtual university. The Defense Acquisition University (DAU) is a consortium of Department of Defense education and training institutions and organizations that provides mandatory and assignment-specific courses for military and civilian personnel serving in 11 acquisition career fields. The DAU virtual campus is a unique model for World Wide Web-based instruction because it integrates all aspects of managing a corporate university while providing myriad dynamic layers of access privileges. The Operational Support System (OSS) provides functionality in 16 main areas, i.e., DAU public Web site, registration, enrollment, login, OSS user types, OSS collaboration tools, search, history, logs, reports, canned e-mail, feedback, help, courseware interfaces, test application, and database interfaces. The first section of the paper discusses why DAU is transitioning to the OSS. The second section summarizes the purpose of the OSS, including the following components: student registration, course enrollment, test delivery, course evaluation, student tracking, report generation, problem resolution, and site collaboration. The third section describes DAU's approach to developing courseware, including considerations related to learner interactions, testing and evaluation, and student-faculty interactions. The third section addresses defining the course structure, including test questions, deciding which OSS tools to integrate, and populating OSS tools. (MES)

ED 448 712 IR 020 475

Fensel, Dieter; Angele, Jurgen; Decker, Stefan; Erdmann, Michael; Schnurr, Hans-Peter; Staab, Steffen; Studer, Rudi; Witt, Andreas

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Computer Uses in Education; *Distance Education; *Educational Technology; Foreign Countries; Higher Education; *Internet; Models; Student Attitudes; Teacher Attendance; Telecommunications
IDENTIFIERS- *Technology Implementation; Technology Role; University of Alberta (Canada); University of Lethbridge (Canada)

This paper reviews five popular and emerging models for the implementation of Internet and network technology in higher education: low tech, lab, laptop, virtual, and networked systems. Three perspectives on these models--that of a faculty member at the University of Lethbridge (Alberta, Canada), an administrator at the University of Lethbridge, and a student at the University of Alberta (Canada)--are then examined. Comments are included on the incorporation and day-to-day use of these technologies, concerns and hopes for the technologies, and the future of the technologies' roles within the greater academic and institutional environments. A chart presents the benefits and deficits of each of the models. (Contains 15 references.) (MES)

ED 448 734 IR 020 497

Stoyanov, Svetoslav; Aroyo, Lora; Kommers, Piet; Kurtev, Ivan
SMILE Maker: A Web-Based Tool for Problem Solving.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aptitude Treatment Interaction; Computer Uses in Education; *Concept Mapping; Constructivism (Learning); Higher Education; *Instructional Design; Locus of Control; Models; *Problem Solving; *World Wide Web
IDENTIFIERS- *Learning Environments

This paper focuses on the purposes, theoretical model, and functionality of the SMILE (Solution Mapping Intelligent Learning Environment) Maker--a World Wide Web-based problem-solving tool. From an instructional design point of view, an attempt to establish a balance between constructivism/instructivism, content-treatment interaction/aptitude-treatment interaction, and user locus of control/system locus of control is made. The model behind the SMILE Maker consists of four sub-models (user, content, instructional events, and facilitator), each built from four components. A new concept mapping method that has been developed and experimentally validated is described. Four instructional scenarios--ready-made, tailor-made, self-made, and atelier--are discussed. (Contains 14 references.) (Author/MES)

ED 448 735 IR 020 498

Synnes, Kare; Parnes, Peter; Widen, Johnny; Schefstrom, Dick

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Software; Computer Uses in Education; *Constructivism (Learning); *Cooperative Learning; Distance Education; *Group Discussion; Higher Education; *Teleconferencing
IDENTIFIERS- *Collaborative Learning; *Learning Environments

This paper summarizes what the author has seen go wrong in six years of participation in online discussions and recommends some remedies. The emphasis is on helping discussion leaders to structure and guide online discussions for maximum effectiveness. The paper has a focus on learning environments, which are central to both formal academic training and to corporate training of personnel, but the principal findings apply also to corporate environments. The first section identifies the advantages of well-run online discussion. The second section describes the following common problems and suggests remedies: (1) participants don't realize the purpose; (2) purpose is unclear and expectations are vague; (3) lurking, i.e., participants just read but do not contribute; (4) a few people dominate all the discussion; (5) comments are trivial; (6) comments are opinion driven; (7) participants don't know what good input is; (8) nobody reads what is posted; (9) there is no tangible result; (10) too much e-mail; and (11) wrong software. The third section discusses collaborative learning online, and the fourth section covers constructivism and its relevance in the Information Age. The final section describes the FORUM98 conferencing software. (Contains 19 references.) (MES)

ED 448 756 IR 020 519

McNeil, Sara G.; Chernish, William N.; DeFranco, Agnes L.
Multifaceted Approach to Designing an Online Masters Program.
PUB DATE- 00
NOTE- 7p.; In: WebNet 2000 World Conference on the WWW and Internet Proceedings (San Antonio, TX, October 30-November 4th, 2000); see IR 020 507.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Delphi Technique; *Distance Education; Focus Groups; Higher Education; Hospitality Occupations; Instructional Design; *Instructional Development; Masters Programs; Needs Assessment
IDENTIFIERS- *Course Development; *Hospitality Education; Restaurant Management; University of Houston TX

At the Conrad N. Hilton College of Hotel and Restaurant Management at the University of Houston (Texas), the faculty and administrators made a conscious effort to take a broad, extensive approach to designing and implementing a fully online masters program. This approach was entered in a comprehensive needs assessment model and sought input from students, faculty, industry leaders, technical specialists, and other stakeholders. In addition to focus groups of students and industry professionals who might be expected to hire program graduates, a Delphi process was developed and used with college faculty and administrators as a key element for the clarification of goals, expectations, and objectives for the entire program, courses, and student competencies. (Contains 13 references.) (MES)

ED 448 757 IR 020 520

September 1999-June 2000. Computer-Assisted Career Guidance Systems and Career Counseling Services.
PUB DATE- 00
NOTE- 61p.; For Sixteenth Annual Report, see ED 435 801.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Counseling; Adult Education; Adult Programs; Advisory Committees; *Career Counseling; Career Development; *Career Education; Career Information Systems; Career Planning; Case Studies; Client Characteristics (Human Services); Computer Uses in Education; Cooperative Planning; Coordination; *Counseling Services; Counselor Client Relationship; *Delivery Systems; Demography; Educational History; Educational Objectives; Educational Research; Employment Counselors; Followup Studies; Inservice Education; Internet; Marketing; Participant Satisfaction; *Program Development; Resource Centers; Resource Materials; School Community Relationship; Training; Universities; World Wide Web
IDENTIFIERS- *Computer Assisted Guidance; DISCOVER System; Educational Marketing; Michigan Occupational Information System; Oakland University MI

For 17 years, the Adult Career Counseling Center (ACCC) at Oakland University in Rochester, Michigan, has provided computer-assisted career guidance systems and career counseling services to a culturally diverse clientele of more than 11,000 adults living in the local community. The ACCC's goals are as follows: (1) provide career exploration and planning opportunities to community adults at no cost; (2) train faculty, staff, and students in the use of computer-assisted career guidance programs; and (3) support research efforts to improve understanding of the career development sphere and thereby promote better career guidance practices for adults. The ACCC's services include exploring occupational information, facilitating self-awareness, assisting in resume preparation, developing interviewing skills, and offering referral information. Of those clients who completed the ACCC's exit survey between September 1999 and June 2000, 97% rated the center's services as outstanding. (Twelve figures are included. The following items are appended: ACCC disclosure statement; a description of DISCOVER for Windows 95 and a World-of-Work map, placement and career services offered by the ACCC's Career Resource Center, and the Career Development Training Institute and the Adult Career Counseling Center; a report on the Pontiac Adult Career Counseling Center; the ACCC's brochure; and a description of career counseling resources at Oakland University.) (MN)

ED 448 267 CE 081 001

Knox, Virginia; Redcross, Cindy
Parenting and Providing: The Impact of Parents' Fair Share on Paternal Involvement.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; Kellogg Foundation, Battle Creek, MI.; Mott (C.S.) Foundation, Flint, MI.; Department of Agriculture, Washington, DC.; Annie E. Casey Foundation, Baltimore, MD.; Department of Labor, Washington, DC.; Smith Richardson Foundation, Inc., Greensboro, NC.; Ford Foundation, New York, NY.; McKnight Foundation, Minneapolis, MN.; Northwest Area Foundation, St. Paul, MN.; Department of Health and Human Services, Washington, DC.
PUB DATE- 00
NOTE- 129p.; Based on research conducted for the Parents' Fair

Core ITAC document. The Work and Family Life ITAC contains seven units that outline academic competencies and key indicators for the skills needed for process competencies, personal development, resource management, life planning, nutrition and wellness, family relations, and parenting. (KC)

ED 448 284 CE 081 044

Literacy Skills for 21st Century America: A Foundation for Creating a More Literate Nation.
SPONS. AGENCY- Lila Wallace/Reader's Digest Fund, Pleasantville, NY.; Time Warner Inc., New York, NY.; World Education, Inc., Boston, MA.
PUB DATE- 00
NOTE- 36p.; Revised version of Foundation paper prepared for the National Literacy Summit (Washington, D.C., February 14-15, 2000). Additional funding from GTE Service Corporation. The Summit Steering Committee includes the National Center for the Study of Adult Learning and Literacy, the National Coalition for Literacy, the National Adult Education Professional Development Consortium, the National Institute for Literacy, and the U.S. Department of Education, Office of Vocational and Adult Education.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Adult Basic Education; *Adult Literacy; Change Strategies; Comparative Analysis; Conferences; Cooperative Planning; Delivery Systems; Education Work Relationship; Educational Benefits; Educational Change; *Educational Needs; Educational Objectives; *Educational Policy; Educational Trends; Elementary Secondary Education; English (Second Language); Enrollment Trends; *Family Literacy; Federal Programs; Financial Support; Futures (of Society); Government School Relationship; High School Equivalency Programs; Immigrants; Integrated Curriculum; Intergenerational Programs; Learning Disabilities; *Literacy Education; National Programs; National Standards; Needs Assessment; Older Consensus
IDENTIFIERS- Consensus

The first meeting of the National Literacy Summit 2000 convened 150 leaders from adult education and literacy and other related fields for a 2-day intensive working meeting to begin building a national consensus on how to move adult and family literacy forward in the 21st century. Comments and suggestions offered by summit participants were synthesized into this revised summit paper and a draft action agenda. The following are among the topics covered in the revised paper: progress in adult literacy since publication of the report "Jump Start"; literacy's importance to individuals, families, the economy, and communities; and literacy services, client populations, and investment in literacy education in the United States. The action agenda identified seven challenges facing literacy, including the following: (1) higher standards in K-12 education and the phasing out of remedial courses at institutions of higher education will put more pressure on the already-strained adult education system; (2) demographic changes are increasing the demand for adult education and literacy services, making access to services a critical issue; and (3) adults need more opportunities to gain the skills and knowledge needed to meet changing job demands and succeed in the workplace. (Contains 31 references.) (MN)

ED 448 285 CE 081 045

Chapter 7 addresses the skills needed to lead learning tasks and to reach diverse learners. Chapter 8 reflects on the issue of time and the learning task, and Chapter 9 demonstrates how this approach to learning can work with diverse topics. Chapter 10 shows how learning tasks can be used with all cultures. Chapter 11 describes using learning tasks on the Internet and for distance learning. Chapter 12 is a synthesis chapter, offering a set of reasons and principles for the use of learning tasks. Three appendixes provide examples of a program using learning tasks, selections from a distance-learning course using this approach, and a set of technical guides to designing and using learning tasks. (KC)

ED 448 303 CE 081 073

Lifelong Learning and Lifewide Learning.
PUB DATE- 00
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Development; Educational Cooperation; *Educational Needs; *Educational Policy; Educational Practices; Equal Education; *Futures (of Society); *Government Role; Informal Education; *Lifelong Learning; Nonformal Education; *Policy Formation; Postsecondary Education; Self Actualization; Student Centered Curriculum

Lifelong learning and lifewide learning describes the concept of learning in which individuals learn throughout the life-span from formal, non-formal, and informal sources. It is an issue for educational policy, labor market policy, and the workplace, as well as for civil society. Key issues in lifelong learning include the following: (1) lifelong learning "dissolves" the boundaries between policy sectors and increases communication between various walks of life; (2) lifelong learning challenges old ways of communicating and looks toward finding forms and infrastructure for cooperation and coordination; (3) lifelong and lifewide learning implies a shift in responsibility for education and learning from the public to the private and civil spheres; (4) lifelong learning also involves a shift from the state to the individual, with the individual being the center of the process; (5) government and society must create good conditions for lifelong and lifewide learning, especially by promoting educational equity; (6) lifelong and lifewide learning requires information and guidance and follow-up and evaluation. (Contains 26 references.) (KC)

ED 448 304 CE 081 074

Imel, Susan
Contextual Learning in Adult Education. Practice Application Brief No. 12.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adjustment (to Environment); Adult Education; *Adult Learning; Adult Literacy; Classroom Techniques; Cognitive Processes; Constructivism (Learning); *Context Effect;

are to learn and how to address the different problems students may have in learning that material; (2) PD should be driven by analysis of the differences between goals and standards for student learning and student performance; (3) PD should help teachers identify what they need to learn and the appropriate learning process; (4) PD should be primarily school based and integral to school operations; (5) PD should provide learning opportunities that relate to individual needs but that are organized around collaborative problem solving; (6) PD should be continuous and ongoing, involving follow-up support for further learning; (7) PD should incorporate evaluation; (8) PD should provide opportunities to develop a theoretical understanding of the knowledge and skills to be learned; and (9) PD should be integrated with a comprehensive change process addressing impediments to and facilitators of learning. (Contains 16 references.) (MN)

ED 448 319   CE 081 090

Kerka, Sandra
Career and Technical Education: A New Look. In Brief: Fast Facts for Policy and Practice No. 8.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Attitude Change; Career Development; Career Planning; Education Work Relationship; *Educational Attitudes; *Educational Benefits; Educational Change; *Educational Trends; Employment Opportunities; Employment Patterns; Guidelines; Labor Needs; Marketing; Public Relations; Secondary Education; Student Characteristics; *Technical Education; Transitional Programs; Trend Analysis; Vocational Education
IDENTIFIERS- Career Paths; *Educational Marketing

The renaming of vocational education (VE) as career and technical education (CTE) has been motivated partly by the need to address VE's image. However, name changes go beyond concern for image. Today's CTE offers broader career pathways than did previous VE programs. After a decade of academic-vocational integration and tech prep, it is recognized that school-to-career programs are about emphasizing a dual career path that leaves the option of college open while providing students with marketable skills. Workplace changes have made technical employment the fastest growing sector of the labor market. The increasing opportunities and salaries associated with technical occupations have affected the demographics of today's CTE students, who are often in the top 5% of their high school classes. Students and the media are getting the message about CTE. Changing parents' minds may be harder, however. The following guidelines can help practitioners and administrators inform parents of the substance beneath the name change to CTE: (1) demonstrate the successful outcomes of CTE; (2) emphasize the marketability of CTE graduates; (3) cultivate the support of influential advocates; (4) be responsive to the labor market; and (5) shift the focus to postsecondary success, not postsecondary admission. (Contains 15 references.) (MN)

ED 448 320   CE 081 091

Cultural Images of Adult Educators" (Ann Harris, Christine Jarvis); "Re-Visioning the Boundaries of Learning Theory in the Assessment of Prior Experiential Learning (APEL)" (Judy Harris); "Reducing Exclusion--Introducing Choice: The Introduction of Distance Learning into Taught Courses" (Christine Hibbert); "Accountability, Audit and Exclusion in Further and Higher Education" (Phil Hodkinson, Martin Bloomer); "Voices from the Community: The Challenge of Creating a Culturally Relevant Curriculum and Inclusive Learning Environment" (Ann-Marie Houghton, Helen Ali); "Opening Pathways to Inclusion: The Importance of Non-Accredited Learning in the Lives of Students in the Local Authority Sector" (Ann Jackson, Belinda Whitwell); "Education in a Uniting Society?" (Nick Small); "'We're Not the Only Ones Learning Here'--An Investigation of Co-Tutoring and the Dynamics of Power within a Class of Adult Dyslexics" (Barbara Taylor); and "Including Mezirow's Concept of Perspective Transformation in the Study of Adult Education" (Miho Tokiwa-Fuse). Many papers contain substantial bibliographies. (MN)

ED 446 336   CE 081 116

Construction Cluster Skills Standards.
PUB DATE- 99
NOTE- 21p.; Contributors include: Melissa Barbier, Richard Blackwell, Roosevelt Brown, Fran Cardascio, Mike Dimitroff, John Drozdek, Marsha Freeland, Oliver Gray, Duane Lewis, Jeanne Lopez-Valodez, Althea Lucas, Michael O'Neill, Todd Pressley, Paul Reibman, Carmelo Shifano, Glenn Schirmer, Jeff Smoler, Roger Tilbrook, Lee Waldrep.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Adjustment (to Environment); *Building Trades; Career Planning; Communication Skills; Competence; Competency Based Education; Computer Literacy; Construction Industry; *Construction (Process); *Core Curriculum; Creativity; Critical Thinking; Decision Making; Education Work Relationship; Educational Needs; Employment Qualifications; Information Utilization; Interpersonal Competence; Job Search Methods; *Job Skills; Mathematics Skills; National Standards; Occupational Clusters; Occupational Safety and Health; Partnerships in Education; Problem Solving; School Business Relationship; Science Process Skills; Scientific and Technical Information; Self Esteem; Sensory Training; *Illinois (Chicago)
IDENTIFIERS- *Illinois (Chicago)

Twelve construction cluster skill standards and associated benchmarks were developed as part of a federally funded school-to-work initiative that included the following parties: the Chicago Public Schools; City Colleges of Chicago; and business, labor, and community organizations. The standards, which include core academic, generic workplace readiness, and core industry standards, are as follows: (1) understand and communicate effectively orally, in writing, and graphically in standard English; (2) demonstrate knowledge and use of mathematical operations, measurement, algebraic and geometric methods to solve real-world problems; (3) understand and apply the fundamental concepts, principles, and processes of science to the construction industry; (4) demonstrate creative thinking, problem solving, decision making, and visualization; (5) apply computer literacy skills and knowledge; (6) demonstrate knowledge and skills to make viable career choices and obtain employment in the broad construction industry; (7)

Qualifications; Equipment Utilization; Evaluation Criteria; Glossaries; Graphic Arts; Guidelines; Information Technology; Job Performance; Job Skills; Job Training; Labor Force Development; Models; Occupational Clusters; Occupational Safety and Health; *Performance Based Assessment; Planning; Postsecondary Education; Printed Materials; *Printing; Program Guides; Publications; Secondary Education; *State Standards; Stat Bindery Workers; *Illinois; Mail Room Occupations

IDENTIFIERS- Bindery Workers; *Illinois; Mail Room Occupations

This document, which is intended as a guide for work force preparation program providers, details the Illinois occupational skill standards for programs preparing students for employment in occupations in the finishing and distribution cluster. The document begins with a brief overview of the Illinois perspective on occupational skill standards and credentialing, the process used to develop the skill standards, and assumptions underlying the standards. Presented next are skill standards for 14 tasks typically performed by workers involved in finishing and distribution. Each skill standard statement contains the following components: (1) the actual skill standard (including the conditions of performance, work to be performed, and performance criteria); (2) performance elements and assessment criteria; and (3) a recommended assessment and credentialing approach. The following are among the tasks for which skill standards are provided: (1) perform binding operations (cutting, folder setup, trimming, stitching); (2) perform specialty operations (embossing, foil stamping, die-cutting); and (3) perform mailing, distribution, and ink jet printing operations. The following items are appended: glossary; lists of Illinois Occupational Skill Standards and Credentialing Council, Communications/Information Technology Subcouncil, and Finishing and Distribution Cluster Standards Development Committee members; Communications/Information Technology Subcouncil Finishing and Distribution Cluster skill standards recognition proposal; and list of necessary workplace skills. (MN)

ED 448 354 CE 081 165

Illinois Occupational Skill Standards: Imaging/Pre-Press Cluster.

SPONS. AGENCY- Illinois State Board of Education, Springfield.

PUB DATE- 00

NOTE- 62p.; For other skill standards, see CE 080 474-492 and CE 081 161-167.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Academic Standards; Advisory Committees; Behavioral Objectives; Commercial Art; Competence; Competency Based Education; Continuing Education; Definitions; Education Work Relationship; Educational Benefits; Educational Needs; Educational Objectives; Employment Potential; Employment Qualifications; Equipment Maintenance; Equipment Utilization; Evaluation Criteria; Glossaries; *Graphic Arts; Guidelines; Information Technology; Job Performance; Job Skills; Job Training; Labor Force Development; Layout (Publications); Models; Occupational Clusters; *Performance Based Assessment; Photocomposition; Postsecondary Education; Printmaking; Program Guides; Secondary Education; *State Standards; Statewid Customer Relations; *Illinois

IDENTIFIERS- Customer Relations; *Illinois

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Active Learning; *Adolescent Development; College Students; Course Content; Curriculum Design; Higher Education; Learning Theories; Self Concept; *Student Participation

Activities and lessons, based on the theory of active learning and designed for a course to promote student involvement, are discussed in this document. Each activity is described and followed by an evaluation that students completed immediately following the activity. Students were asked about how interesting, useful, and relevant each of the activities was to them. Some examples of the activities include: completing the Storm and Stress Scale; completing a feature matrix to help review the different theories of adolescence; examining the age of onset of puberty by completing a survey on secular trends, participating in activities for moral development; describing sources of sexual knowledge; and answering questions about identity status. Many of these activities can also be adapted for use in an Introductory Psychology or Child Development course. (JDM)

ED 448 374 CG 030 547

Mearns, Curt
Brief Family Counseling Intervention: Cibola Cluster, 1997-98.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance Patterns; *Delivery Systems; Elementary Secondary Education; *Family Counseling; *Integrated Services; *Mental Health Programs; Prevention; Program Evaluation; Public Schools; Special Needs Students; Suspension; Systems Approach; Violence
IDENTIFIERS- Albuquerque Public Schools NM; *Brief Therapy

This evaluation focuses on the effectiveness of the brief family counseling intervention component of a school-based comprehensive program. Assessment was based upon increased attendance rates; decreased suspension at secondary schools; decreased number of violent incidents; increased number of students receiving mental health services; and increased parent and teacher ratings of satisfaction with student educational environment. The model for the program was based on the concept that the child is part of a larger ecological system in which all aspects of a child's life are integrated. Training and supervision were available for school-based family counselors who chose to participate. Delays in the start-up of the program due to late dispersal of funds led to early frustrations, but 78% of all referrals were served. Over half the students referred were special education students, which led to the conclusion that these students need more social support. The premise that family counseling is a prevention intervention is supported by the results showing that siblings appeared to be positively effected. (JDM)

ED 448 375 CG 030 548

Elder, Deborah L.
Student Support Services Pilot Evaluation: 1998-99 School Year

Skills for Vocational Guidance in Higher Education," funded by the European Commission under the Leonardo da Vinci Programme.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Counseling; Disabilities; *Evaluation; Foreign Countries; Higher Education; International Cooperation; *School Counseling; School Guidance
IDENTIFIERS- European Union; United Kingdom

This report presents an overview of current provisions for guidance and counseling services within higher education institutions in the United Kingdom. The report was prepared as part of the UK's contribution to a project on New Skills for Vocational Guidance in Higher Education in the European Union. It was written by counseling and guidance specialists in three areas within higher education: career services, counseling, and disability services. The aims of the project were to: (1) provide an overview of guidance and counseling services; (2) identify the extent to which training exists within the European Union to meet skills and changes for the future; and (3) explore the extent to which post-graduate education and experience might be available across Europe. Following a summary in Section 1, Section 2 outlines the structure of the UK's higher education system and the status of counseling and guidance services. Section 3 lists the occupational roles, number of people served, and the focus of the services described in Section 2. Section 4 analyzes the nature of training for each of the three main guidance counseling services. Conclusions in Section 5 indicate that guidance practices in higher education are extremely uneven across the UK. A great deal more work needs to be done to strengthen educational guidance and student learning support. (Contains 1 figure, 4 tables, and 32 references.) (JDM)

ED 448 395 CG 030 608

Klug, Wayne
Nonassertive Mothers, Aggressive Teens: Toughlove as a Community Intervention.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Behavior; *Adolescents; *Assertiveness; Behavior Modification; *Behavior Problems; Child Rearing; Intervention; *Mothers; Parent Child Relationship; Program Evaluation; *Social Support Groups
IDENTIFIERS- Tough Love

A process study was conducted in two phases to measure the effects of whether a mother's participation in a Toughlove program improved her child's behavior. During phase 1, small-group Toughlove meetings were used for observation and then were tape-recorded and transcribed. Transcriptions were coded to identify instances of social support; encouragement of assertiveness; emotional separation from adolescents; and help in overcoming a sense of guilt. In phase 2, 75 individuals from 8 states who participated in similar training workshops responded to a questionnaire exploring variables similar to those coded by observers. Analysis of quantitative and qualitative data suggests that, for these parents, regaining

EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Elementary Secondary Education; High Risk Students; *Literacy; *Reading Achievement; Reading Aloud to Others; *Reading Instruction; *Reading Research; Reading Teachers; Reading Writing Relationship; Spelling; *Student Evaluation; Vocabulary Development; Whole Language Approach; Writing Evaluation; Writing Instruction

Drawing from the popular "Distinguished Educator" series of articles in the journal "The Reading Teacher," this book presents 33 essays by respected scholars in nearly every field of reading research and instruction. In addition to the original articles, almost all featured educators have included a professional biography written especially for this collection, providing further insight into the genesis of their work and ideas. Many authors also accepted the invitation to update their original articles. Essays in Section 1, Distinguished Educators on Theories of Literacy, are: "I Didn't Found Whole Language" and "Update: Forward 8 Years and Back a Century" (Kenneth S. Goodman); "Romance and Reality" (Keith E. Stanovich); "Toward an Educationally Relevant Theory of Literacy Learning: Twenty Years of Inquiry" and "Update: Is an Educationally Relevant Theory of Literacy Learning Possible? 25 Years of Inquiry Suggests It Is" (Brian Cambourne); and "Imagine That: Literacy Education for Public Democracy" (Patrick Shannon). Essays in Section 2, Distinguished Educators on Teachers, are: "How Do You Spell Dream? You Learn--With the Help of a Teacher" and "Update: Teaching in the Cracks for a More Just and Caring World" (Denny Taylor); "Those Influential Literacy Teachers: Meaning Negotiators and Motivation Builders" (Robert B. Ruddell); "Literacy for All Students: Ten Steps Toward Making a Difference" (Kathryn H. Au); "Whole Language: Why Bother?" and "Update: Why Whole Language Still Matters" (Dorothy J. Watson); and "Trust the Shadows" (Donald H. Graves). Essays in Section 3, Distinguished Educators on Schools, are: "The Schools We Have. The Schools We Need" (Richard L. Allington); "When Bad Things Happen to Good Ideas in Literacy Education: Professional Dilemmas, Personal Decisions, and Political Traps" (James V. Hoffman); "What Ever Happened to...?" (Margaret Early); "There's More to Teaching At-Risk and Delayed Readers Than Good Reading Instruction" (Irene W. Gaskins); and "Recent Political Changes in Germany and Their Impact on Teaching Reading" (Franz Biglmaier). Essays in Section 4, Distinguished Educators on Curriculum, Materials, and Instruction, are: "Jim Trelease Speaks on Reading Aloud to Children" (Jim Trelease); "Having My Say" and "Update: The Haunted Library Strikes Back!" (Sam L. Sebesta); "The Power of Story: What I Have Learned as a Writer and a Teacher" and "Update: Toward a Shared Writing Vocabulary" (Gloria Houston); "Me and My Hypertext:) A Multiple Digression Analysis of Technology and Literacy (Sic)" (David Reinking); "Reading-Writing Relationships, Thematic Units, Inquiry Learning... In Pursuit of Effective Integrated Literacy Instruction" (Timothy Shanahan); "Revaluing Readers While Readers Revalue Themselves: Retrospective Miscue Analysis" (Yetta M. Goodman); "Explorations in Developmental Spelling: Foundations for Learning and Teaching Phonics, Spelling, and Vocabulary" and "Update: Matching Development and Instruction" (Donald R. Bear; Shane Templeton); "Dolores Durkin Speaks on Instruction" (Dolores Durkin); "Reinventing Our Literacy Programs: Books, Basics, Balance" (Dorothy S. Strickland); "'Ariston Metron'" (John C. Manning); "Educational Contexts for Engagement in Literacy" (John T. Guthrie); "Creating Classroom Cultures That Foster Reading Motivation" (Linda B. Gambrell); "Jerry Harste

Campbell); (17) "A Focus on Communication with Parents and Families" (Timothy V. Rasinski); (18) "A Focus on the Media, Policy-Driven Literacy Practices, and the Work of Reading Professionals" (Richard T. Vacca); and (19) "The 'Real' Common Ground: Pulling the Threads Together" (Rona F. Flippo). (RS)

ED 448 434 CS 014 234

Reading: Know What Works. A Practical Guide for Educators.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 36p.; For the January 2001 update, see CS 014 235.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; Primary Education; Reading Achievement; *Reading Instruction; Reading Programs; *Reading Readiness; *Special Needs Students

Based directly on the findings from the National Research Council's report "Preventing Reading Difficulties in Young Children," this guide offers a "checklist" that will help teachers and principals recognize at a glance the key characteristics of quality reading programs identified in the research. The guide does not describe any single way to teach a child to read. It is divided into six parts: Understanding Reading Instruction; Reading Readiness; Beginning Readers; Intermediate Readers; Children with Special Needs; and Grade-by-Grade Accomplishments. The first 5 sections are not broken down by grade level. In the early grades, all children learn to read at different speeds and how to deal with different challenges. The "accomplishments" listed in the last section are based on grade levels to give teachers and parents a sense of what they can reasonably expect children to do as they become more skillful readers. (RS)

ED 448 435 CS 014 235

Reading: Know What Works. A Practical Guide for Educators. National Reading Panel Update.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC.
PUB DATE- 01
NOTE- 43p.; For the previous July 2000 report, see CS 014 234.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; Primary Education; Reading Achievement; *Reading Instruction; Reading Programs; *Reading Readiness; *Special Needs Students

Based directly on the reports of the National Reading Panel ("Teaching Children To Read") and the National Research Council ("Preventing Reading Difficulties in Young Children"), this guide is designed to be an accessible and practical document that delivers research findings about effective reading instruction that may serve as guidelines for reading teachers in Title I schools. The guide amounts to a "checklist" to help teachers and principals to recognize the key characteristics of

Applications (Genres and Their Characteristics). (Contains a glossary.) (EF)

ED 448 454 CS 217 327

Klingensmith, Bob, Ed.
Challenge Standards for Student Success: Language Arts Student Work Addendum.
PUB DATE- 98
NOTE- 273p.; Cover page varies. Edited in cooperation with Jan Chladek and Terry Givens.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Writing; Elementary Secondary Education; *Language Arts; *State Standards; *Student Evaluation; *Student Writing Models; *Writing (Composition)
IDENTIFIERS- *Writing Samples

This book is meant to be used with the 1997 publication "Challenge Standards for Student Success: Language Arts" by providing additional student work to illustrate grade level standards. The works are intended to provoke discussion among teachers about whether or not a student has met the language arts standards and about what kind of student work constitutes meeting the standards. These examples were chosen by teachers throughout California. Each example consists of the actual student work, a statement relating the work to the standards, a graph showing which standards are being met, the assignment, a commentary about the student work, and, sometimes, teacher comments on the work. Student works are presented for each grade from kindergarten through eighth grade and also for the high school level. (EF)

ED 448 455 CS 217 329

Johannessen, Larry R.
Redefining Thematic Teaching.
PUB DATE- 00
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; *Curriculum Design; *English Curriculum; *English Instruction; High Schools; Learning Activities; *Literature Appreciation; Models; *Thematic Approach; Units of Study
IDENTIFIERS- *Conceptual Approach

One of the major problems with the English curriculum is that literature, language, and composition, the three major strands of the curriculum, have been separated rather than integrated within the curriculum. This inservice program, which was given for English teachers at Niles High School in Skokie, Illinois, advocates the use of conceptual or thematic units which bring together sequences of literary works with common properties and problems for teaching literature. The program contends that various common problems with traditional instruction can be mitigated by taking a thematic approach to teaching literature. It defines and outlines a thematic approach to instruction and examines some benefits to designing curriculum as thematic or conceptual units. It also lists the features of good thematic would not only provide students with experiential learning but would also add to classroom discussions. The course she designed is organized around one central experiential learning project. The project is divided into a number of component assignments that all work toward the final product, an organizational analysis paper of about 20-25 pages, and the component assignments include: an organizational summary, a field journal, two progress reports, classroom discussions and presentations, and the final analysis paper. After the organizational analysis project is introduced each student is required to go out and find an organization to study for the rest of the semester, and the field journal must be kept on that organization. Complete information on the course is attached. (NKA)

ED 448 478   CS 510 450

Xia, Yun
Construct the Culture from the Classroom Speaking: Ethnography of Chinese Graduate Assistants' Speaking in the U.S. Classrooms.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Communication Research; *Cultural Differences; Ethnography; Foreign Students; *Graduate Students; Higher Education; Teacher Behavior; *Teacher Student Relationship; *Teaching Assistants
IDENTIFIERS- *Communication Behavior

International graduate assistants pose questions for university administration. A study used ethnography of communication to examine the Chinese culture that Chinese graduate assistants bring to the United States classrooms, especially the culture pertaining to communication in the classrooms. Chinese graduate assistants speak from the code of honor in the United States classrooms: the "instructor-centered speaking." But they cannot avoid the influence of the United States classroom culture, which requires instructors to speak from the code of dignity. Chinese graduate assistants have the speaking "conflict" in the United States classrooms. Contains 18 references. (Author/RS)

ED 448 479   CS 510 474

Hobgood, Linda B.
Engaging in the Pursuit of Speaking Excellence: A Faculty Decision.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Faculty Development; Higher Education; *Speech Communication
IDENTIFIERS- Communication Competencies; *Faculty Attitudes; *Speaking Centers; University of Richmond VA

The mission of a communication or speaking center--to enhance

Early Intervention To Prevent Violence.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 5p.; Published four times a year.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Conflict Resolution; Crime Prevention; *Delinquency; Discipline Policy; Discipline Problems; *Early Intervention; Elementary Secondary Education; *High Risk Students; *Problem Solving; *Prosocial Behavior; Teacher Student Relationship; Thinking Skills
IDENTIFIERS- *Interpersonal Cognitive Problem Solving

This publication summarizes five works exploring the key role schools can play in dealing with emotionally disturbed students, in part because teachers are more reliable sources of information about troubled youths. The importance of interpersonal cognitive problem-solving (ICPS) skills is analyzed in "Preventing Violence the Problem Solving Way" (M. Shure). ICPS skills emphasize means-end, alternative-solution, and consequential thinking. Troubled youth tend to appear less developed in all these areas. Studies indicate these programs help children perceive ways of meeting their needs, enhance problem-solving, and improve academic performance. Using early detection, school intervention, and home intervention modules, the program explored in "First Step to Success: A Collaborative Home-School Intervention for Preventing Antisocial Behavior at the Point of School Entry" (H. Walker, B. Stiller, and A. Golly) reports persistent positive effects. In "A Schoolwide Approach to Student Discipline," (R. Horner, G. Sugai, and H. Horner) suggest schools should institute a limited set of expected behaviors, a distinct discipline system for violators, and individualized programs for nonresponsive children. "Making Schools Safe for All Students: Why Schools Need to Teach More Than the 3 R's" (A. Dodd) promotes the importance of care, concern, and connection in schools for creating a climate of respect. In "What Works in Youth Based Prevention" (D. Cornell), the potential of a wide variety of community-based, family-based, and school-based violence prevention strategies is explored. Schools that offer conflict-resolution courses emphasizing listening, creative solutions, peer mediation, and conflict management report fewer behavioral problems, particularly where applied schoolwide. (TEJ)

ED 448 499   EA 030 717

Aidman, Barry Joel; Gates, Jonathan M.; Sims, Elizabeth A. Deterra
Building a Better Report Card.
PUB DATE- 00
NOTE- 5p.; Published four times a year.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Standards; Achievement Rating; Cooperative Planning; Elementary Education; Grades (Scholastic); Grading; Outcomes of Education; Parent School Relationship; *Report Cards; Student Educational Objectives; Student Evaluation
IDENTIFIERS- National Association Elementary School Principals; *Round Rock Independent School District TX

IDENTIFIERS- *Civil Rights Act 1964 Title VI

This document addresses the provisions of Title VI of the Civil Rights Act of 1964 to the end that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity receiving federal financial assistance from the Department of Education. It details the organizations covered by this regulation and the types of discrimination that are prohibited, such as the denial of services, directly or through contractual or other arrangements, on the grounds of race, color, or national origin. The various assurances of compliance are also discussed, including those assurances required by schools and institutions. Some illustrative applications are provided; for example, when a research grant is awarded to a university for activities to be conducted in a graduate school, discrimination in the admission and treatment of students in the graduate school is prohibited. Such prohibitions extend to the entire university. Also included is compliance information, conduct of investigations, procedure for effecting compliance, hearings, decisions and notices, judicial review, and definitions. An appendix lists federal financial assistance to which these regulations apply. (RJM)

ED 448 519 EA 030 792

A Forum To Expand Advanced Placement Opportunities: Increasing Access and Improving Preparation in High Schools. Finding and Training Qualified Teachers for AP, IB and Other Challenging Courses. Transcript of Proceedings (Washington, D.C., February 11, 2000).

PUB DATE- 00

NOTE- 59p.; Transcript was produced from a tape recording. For other transcripts of the proceedings, see EA 030 793-796.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Advanced Courses; *Advanced Placement; Change Strategies; College Preparation; Curriculum Development; Educational Improvement; Educational Opportunities; Excellence in Education; High Schools; *Secondary School Curriculum; Teacher Education

IDENTIFIERS- *International Baccalaureate

This transcript produces verbatim a workshop on advanced placement (AP), international baccalaureate (IB), and other challenging high school courses. The major goal of the proceedings was to increase access and improve preparation in high schools. The sessions addressed the common perception that AP courses are elitist but that the number of students taking AP courses is, nevertheless, rising. Also discussed is the need to have exceptionally qualified teachers to teach AP courses and not to consider such teachers a breed apart, with all teachers receiving equal treatment. Workshops and other training opportunities, teacher support, and the belief that AP or IB should be a national curriculum are also examined. The next section transcribes the comments of the regional director for International Baccalaureate in North America, who focused on the strong internationalism of the program, the six elements of the IB diploma program, and the importance of teacher training. The final presenter, the director of advanced-placement teacher development for Missouri, described the teacher-training institutes that Missouri AP directs. Also included are discussions of AP teachers, the importance of implementing fundamentally sound education, and how to heighten

New Work of Leadership in Unified Schools," uses a systems-oriented perspective to evaluate leadership promoting learner-centered schools. Chapter 7, "Organizing for Instruction in Unified Schools," considers new ways of thinking required for democratic schooling. Chapter 8, "Delivering Instruction in Unified Schools," offers a vision of unified schools that meets the academic, social, and emotional needs of all students. Chapter 9, "Thinking Differently about Evaluation: Moving beyond the Paradox," reconsiders evaluation processes given the importance of reflective practice and making decisions using sound data. Chapter 10, "A Reflection on Leadership: Local Leadership Counts," synthesizes different approaches to educational leadership to offer a new framework for educational administration that views principals as public intellectuals. (Includes Appendix A, "Case Studies of Special Education Leadership and Programs and Services," and Appendix B, "Program Evaluation Self Study Guide: Leading School systems, Program Components, and/or School-Site Appraisal Efforts." Contains more than 150 references.) (TEJ)

ED 448 540   EA 030 818

Blase, Joseph; Blase, Jo
Empowering Teachers: What Successful Principals Do. Second Edition.
PUB DATE- 01
NOTE- 225p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Empowerment; *Instructional Innovation; Instructional Leadership; *Leadership Qualities; Leadership Responsibility; *Participative Decision Making; Power Structure; Professional Autonomy; *Professional Development; Professional Recognition; Rewards; Teacher Administrator Relationship; *Teacher Collaboration; Teacher Effectiveness; *Teacher Empowerment; Teacher Participation; Teacher Student Relationship
IDENTIFIERS- *League of Professional Schools GA

The ideas presented in this book are drawn from a study of highly successful principals of schools affiliated with the League of Professional Schools. Chapter 1, "Sharing Governance," presents an overview of the literature on professional development and a description of the study. Chapter 2, "Trusting the Experts: Teachers," focuses on trust as the foundation for shared governance and teacher empowerment. Chapter 3, "Creating Instruction-Oriented Structures That Help Teachers Do Their Best," examines the importance of structuring schools to encourage teacher collaboration and access to decision making. Chapter 4, "A Cornucopia of Supportive Resources," explores how principals use resources such as staff development to enhance teachers' instructional capabilities. Chapter 5, "Encouraging Autonomy and Innovation," reviews extending autonomy and encouraging innovation as strategies to enhance instructional capabilities. Chapter 6, "Modeling Personal Dimensions," highlights the effects of such personal characteristics of principals as optimism, caring, honesty, friendliness, and enthusiasm. Chapter 7, "About Risk and Threat," argues for reducing risk and threat to teachers. Chapter 8, "Valuing and Rewarding Good Work," explains the benefits of rewarding teachers. Chapter 9, "Helping Solve Problems," discusses the importance of adopting a problem-solving orientation. Chapter 10, "Providing Leadership That Is Facilitative and Democratic,"

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 111p.; The American Speech-Language-Hearing Association is a primary partner of the ASPIIRE (Associations of Service Providers Implementing IDEA Reforms in Education) Partnership project. The Project is affiliated with the Families and Advocates Partnership of Educating IDEA Local Implementation by Local Administrators Partnership, and The Policymaker Partnership.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Allied Health Personnel; *Disabilities; Educational Legislation; Elementary Secondary Education; *Federal Legislation; Federal Regulation; Guidelines; *Individualized Education Programs; Regular and Special Education Relationship; Special Education; *Speech Language Pathology; Staff Role; Teacher Collaboration; *Teamwork
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997; *Related Services

This document provides information, based on the final Part B regulations implementing statutory changes made by the Individuals with Disabilities Education Act (IDEA) of 1997, which will assist speech-language pathologists in their role in developing Individualized Education Programs (IEPs) as IEP team members and in implementing those portions of the IEP for which they are responsible. Included are issues regarding programmatic and systemic changes that must take place in order for successful partnerships to be established among speech-language pathologists, teachers, parents, audiologists, and other related service providers. Following an introduction, Section 2 provides some background information on IDEA and educationally-relevant IEPs. Section 3 discusses guidelines for developing educationally-relevant IEPs and addresses the following issues: (1) collaboration and teamwork; (2) the role of the speech-language pathologist; (3) essential components of the IEP; and (4) selected aspects of the educational process relevant for speech-language pathologists. Section 4 emphasizes the importance of regular education teacher involvement, staff development, collaboration skills, time, and support for school personnel in integrating IEPs with the general curriculum. Appendices provide a comprehensive guide to the requirements for IEPs based on the federal legislation and regulations and sample IEPs. (Contains 14 references.) (CR)

ED 448 559 EC 308 174

Bruder, Mary Beth
Preservice Training of Pediatric Residents and Early Interventionists: The Early Intervention Specialist Project. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 00
NOTE- 419p.; Produced by the University of Connecticut Health Center, Department of Pediatrics, Division of Child & Family Studies. Gerarde A. Hanna was the project coordinator.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

DESCRIPTORS- *Administrators; *Architects; Comparative Analysis; *Design Requirements; *Educational Facilities Design; Educational Facilities Planning; *Middle Schools; Public Schools; School Community Relationship; School Construction; Site Selection; Space Utilization; *Teachers
IDENTIFIERS- Technology Implementation

This study determined the perceptions of selected architects, administrators, and teachers concerning essential design elements for new middle schools. Professionals from 14 south and southeastern states ranked statements from not applicable to essential in the following 5 categories: planning, design, site selections; environmental factors; space utilization; technology; and school and community service. Proactive planning, user-friendly facilities, exploratory spaces, and safe environments were confirmed as essential elements. Architects perceived significantly fewer essential criteria than administrators or teachers indicating that those who use schools are either not providing significant design input, are being ignored in the process, or the data are being filtered. Appendices include the survey instrument, copies of several correspondences, and the quantified survey responses from a subset of five states. (Contains 121 references.) (GR)

ED 448 578 EF 005 824

Neylon, Terrance Bernard
The Role of Educators in Educational Facilities Planning: A Case Study of the Planning Process.
PUB DATE- 91
NOTE- 251p.; Ph.D. Dissertation, Harvard University.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Case Studies; Community Colleges; *Cooperative Planning; *Educational Facilities Planning; School Construction; *Teacher Role; Two Year Colleges
IDENTIFIERS- Massachusetts

This case study explores the role of educators in educational facilities planning and construction and discusses the different agendas and perspectives people bring to the development of educational facility specifications. It describes how cooperation and input among stakeholders resulted in a Massachusetts community college was built in 18 months, under budget, and with less than 1 percent change orders. Chapters provide background information on the college, the educational planning and specifications process, the phases of the design process, school construction issues and management, and user interviews about the outcome. Study conclusions are discussed as are recommendations on the planning process to ensure user involvement and input in the final facility, and improvements to the facilities planning process. Appendices provide copies of study and project documents. (Contains a 140-item bibliography.) (GR)

ED 448 579 EF 005 825

Overbaugh, Betty Lightfoot
School Facilities: The Relationship of the Physical Environment to Teacher Professionalism.
PUB DATE- 90
NOTE- 144p.; Ph.D. Dissertation, Texas A&M University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)

"in repetition there is learning" and "practice makes perfect." (KFT)

ED 448 601 FL 026 533

Sosa, Alicia, Ed.
NABE News, 1999-2000.
PUB DATE- 00
NOTE- 306p.; Published eight times per year.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Bilingual Education Programs; Bilingualism; Cognitive Style; Elementary Secondary Education; *English (Second Language); Federal Legislation; Immersion Programs; Immigrants; Indigenous Populations; Language Minorities; Multiple Intelligences; *Politics of Education; Professional Development; Second Language Instruction; Second Language Learning; Student Evaluation; Teacher Education
IDENTIFIERS- *Proposition 227 (California 1998); Title IX Education Amendments 1972

The National Association for Bilingual Education (NABE) newsletter is published 8 times a year in order to help NABE fulfill its mission of addressing the educational needs of language-minority Americans. Topics such as educational reform, bilingual education, bilingualism, indigenous bilingual education, second language teaching (theory and practice), and other topics related to the mission of the organization are covered. Also regularly featured are book reviews, announcements of upcoming conferences and calls for papers, noteworthy events and news in the bilingual education field, and membership information. Issues highlighted in volume 23 include the following: teachers as researchers, structured immersion programs, SAT-9 scores, California Proposition 227, multiple intelligences, a summary of Title IX, transforming the culture of schools, professional development for school reform, the state of heritage languages in 2000, federal funding for Title VII in fiscal year 2000, networking, capitalizing on diversity, the status of education legislation, learning styles, efforts to eliminate the digital divide, effective teaching practices, and the influence of family structure factors. (KFT)

ED 448 602 FL 026 534

Barnhardt, Sarah; Kevorkian, Jennifer; Delett, Jennifer
Portfolio Assessment in the Foreign Language Classroom, Summer 1998.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 116p.; NCLRC is a consortium of Georgetown University, The George Washington University, and the Center for Applied Linguistics.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Charts; Check Lists; Elementary Secondary Education; Evaluation Methods; Higher Education; *Portfolio Assessment; Portfolios (Background Materials); Questionnaires; *Second Language Instruction; Second Language Learning

This manual is a product of the portfolio assessment project, a 3-year project on the use of portfolios as an assessment measure in elementary through higher education foreign language

Education: The State of the Art" (Philip G. Altbach); (2) "Inventory Usage Guide" (Philip G. Altbach and David Engberg); (3) "Inventory of Higher Education Programs, Institutes, and Centers" (Philip G. Altbach and David Engberg); (4) "Journals in Higher Education: An International Inventory" (Yoshikazu Ogawa); and (5) "Country Index." An appendix contains the questionnaire used to gather the information. (SLD)

ED 448 624 HE 033 633

Smart, John C., Ed.
Higher Education: Handbook of Theory and Research, Volume XVI.
PUB DATE- 01
NOTE- 394p.; For Volume XIV, see ED 426 645. Senior associate editor is William G. Tierney. Published under the sponsorship of the Association for Institutional Research (AIR) and the Association for the Study of Higher Education (ASHE).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Collected Works - General (020)
DESCRIPTORS- Academic Freedom; Educational Administration; Educational Finance; *Educational Research; Educational Theories; *Equal Education; *Higher Education; International Education; Qualitative Research; Validity

This volume contains essays related to various aspects of higher education, focusing on both educational theory and research. The chapters are: (1) "Apologia pro Vita Mia" (Robert Berdahl); (2) "Varieties of Validity: Quality in Qualitative Research" (Yvonna S. Lincoln); (3) "Academic Freedom and Federal Courts in the 1990s: The Legitimation of the Conservative Entrepreneurial State" (Benjamin Baez and Sheila Slaughter); (4) "Quality Management, Power, and Values in European Higher Education" (John Brennan); (5) "Bridging Political Theory to University Governance: A Comparative Analysis of Governing Boards at the Universidad Nacional Autonoma de Mexico and the University of California" (Brian Pusser and Imanol Ordorika); (6) "Understanding Equity and Access in Higher Education: The Potential Contribution of Pierre Bourdieu" (Erin McNamara Horvat); (7) "Low-Inference Teaching Behaviors and College Teaching Effectiveness: Recent Developments and Controversies" (Harry G. Murray); (8) "Disincentives to Commitment to Teaching in Japan: Toward a Theory of Normative Discontinuity" (James L. Bess); (9) "Intimate Partnerships and Publication Productivity" (Elizabeth G. Creamer); and (10) "Federal Financial Aid: How Well Does It Work?" (Sarah E. Turner). The individual papers contain references. (Contains 23 tables and 8 figures.) (SLD)

ED 448 625 HE 033 634

A Mission To Teach: The California State University, Channel Islands. A Review of the Board of Trustees' Proposal To Build a 23rd Campus. Commission Report.
PUB DATE- 00
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Campus Planning; *College Planning; *Higher Education; *Program Development; *State Programs; *Universities
IDENTIFIERS- *California State University; California (Ventura County)

This report reviews the proposal by the California State University (CSU) to establish a 23rd campus to be know as California State University, Channel Islands. The proposed

(23) "The Interdisciplinary Variable: Then and Now" (Julie Thompson Klein); (24) "Joining the Conversation: An Essay in Guiding Images for College Teaching and Learning" (Robert H. Knapp, Jr.); (25) "After the Revolution: New Directions for Alternative Education" (Robert Benedetti); and (26) "Knowledge, Politics, and Interdisciplinary Education" (Charles W. Anderson). (Each chapter contains references.) (SLD)

ED 448 647 HE 033 656

Humphrey, James H.; Yow, Deborah A.; Bowden, William W.
Stress in College Athletics: Causes, Consequences, Coping.
PUB DATE- 00
NOTE- 183p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Athletes; *Athletic Coaches; *College Athletics; *Coping; Higher Education; Sport Psychology; *Stress Variables

This book addresses the causes and consequences of stress in college sports and offers effective coping mechanisms to help individuals understand and control stressors and emotions in their environment. The chapters are: (1) "Understanding Stress"; (2) "Perceptions of Stress in College Athletics"; (3) "Stress among College Athletes"; (4) "Stress among Coaches and Athletic Directors"; (5) "Dealing with Emotions in College Athletics"; (6) "A Healthful Stress-Management Lifestyle"; (7) "Reducing Stress through Relaxation"; (8) "Reducing Stress through Meditation"; (9) "Reducing Stress through Biofeedback"; and (10) "Reducing Stress through Self-Modification of Behavior." (Contains 74 endnotes.) (SLD)

ED 448 648 HE 033 657

Wilcox, John, Ed.; King, Irene, Ed.
Enhancing Religious Identity: Best Practices from Catholic Campuses.
PUB DATE- 00
NOTE- 389p.; Foreword by Monika K. Hellwig.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Catholic Schools; Colleges; *Educational Practices; *Higher Education; Religion; *Religious Factors; *School Role
IDENTIFIERS- *Identity Formation

This collection contains essays on enhancing religious identity at Catholic institutions of higher education. The essays are: (1) "Preface. Religious Identity: A Critical Issue in Catholic Higher Education" (John R. Wilcox); (2) "Introduction" (to the section "Overview: Defining a Catholic University") (Irene King); (3) "What Is a Great Catholic University" (Richard A. McCormick); (4) "What Is Meant by a 'Catholic' University?" (Michael J. Lavelle); (5) "The Sides of Catholic Identity" (James H. Provost); (6) "Introduction" (Irene King) (to the section "Leadership and the Board of Trustees); (7) "The Moral Core of Trusteeship" (David H. Smith); (8) "Conflicting Basic Duties" (David H. Smith); (9) "Centered Pluralism: A Report of a Faculty Seminar on the Jesuit and Catholic Identity of Georgetown University" (Bruce Douglass); (10) "Integrating Mission into the Life of Institutions" (Mary M. Brabeck, Otherine Neisler, and Nancy J. Zollers); (11) "Hiring Faculty

This report highlights the contributions of universities and colleges to local community revitalization efforts, focusing on the efforts of Community Outreach Partnership Centers (COPC), which provide seed money to institutions of higher learning to encourage and help them reach out to distressed local communities. The COPC program provides 3-year grants of up to $400,000 to encourage institutions of higher education to join in partnerships with their communities. Chapter 1 introduces some basic concepts and describes the development of the COPC program. Chapter 2 describes the maturation of the COPC program and its evolution and institutionalization within the universities and the communities. Chapter 3 depicts the involvement of institutions of higher education with their community partners on many revitalization issues through service provision, curriculum, community in the classroom, and applied research activities. Examples describe many of the ways in which COPC grantees are contributing to the renewal of urban areas. These 26 vignettes profile in-progress activities of COPC grantees and illustrate how the program is continuing to evolve and spread. Chapter 4 characterizes major institutional changes taking place in COPC programs that ensure continued university-community partnerships in community revitalization. (SLD)

ED 448 669 HE 033 680

Ceja, Miguel
Making Decisions about College: Understanding the Information Sources of Chicana Students.
PUB DATE- 00
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (25th, Sacramento, CA, November 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aspiration; *College Choice; Decision Making; *Females; *High School Seniors; High Schools; *Hispanic American Students; Information Dissemination; Parent Role; *School Role
IDENTIFIERS- *Chicanas

This study examined how a group of 20 Chicana high school seniors made decisions about college. The majority of Chicanas in this study noted that they are not able to rely on their parents as information sources given their parents' lack of familiarity with the college choice process. As a result, these students were not able to receive information from their parents that could have assisted them in their decisions about college. Consequently, these students viewed the school as their primary source to access college-related information. Data from one-on-one interviews suggest that for Chicanas, being able to navigate successfully through the process of college decision making and planning may be a great feat given the structure of opportunities that are available within the school setting. (Contains 36 references.) (Author/SLD)

ED 448 670 HE 033 681

Garrett, Mark D.
Predictors of Academic Success for Male Student-Athletes: A Comparison of Traditional Measures, Noncognitive Variables, and Type of Sport Participation.
PUB DATE- 00

Japan, the United States, Finland" (Joao Santos, Robin Ritzema, Takashi Sakamoto, Robert Muller, Jouni Kangasniemi). Includes a bibliography. (Contains 98 references.) (AEF)

ED 448 690 IR 020 453

Wujcik, Anne
Technology in Education, 2000: A Comprehensive Report on the State of Technology in the K-12 Market.
PUB DATE- 00
NOTE- 166p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Equal Education; Internet; Multimedia Materials; Optical Data Disks; Public Schools; *School Surveys; Tables (Data)
IDENTIFIERS- *Access to Computers; Technology Integration

This report presents the results of Market Data Retrieval's (MDR's) annual survey (conducted during the 1999-2000 school year) of the technology market in public education. Each year the MDR survey asks schools to respond to essentially the same questions about their access to and use of computers, CD-ROMs, networks, Internet, and other technologies. This report further explores the story of the "digital divide" that was documented in the 1999 report. Approximately 34% or 30,200 of the 87,700 public schools in the United States contacted responded. The chapters in this report examine the current usage levels of a variety of technology products. Each is examined in terms of a range of school demographic characteristics, such as enrollment, grade level, and poverty level. In general, the higher the grade level and the larger the school, the likelier that school is to own a given technology. But as penetration for technologies such as CD-ROM, multimedia, and networking approaches saturation, the effect of even grade level and size is dampened. Elementary schools are rapidly closing the gap that used to separate them from high schools. Small schools are nearly as likely to use selected technologies as are large schools. Chapters include: Computers for Instructional Use; Networking; Internet Access; CD-ROM use; Videodisc Player Use; Teacher Skill Level and Professional Development; and Technology Expenditures. An additional chapter introduces MDR's new Tech Sophistication Index, an indicator that provides a measure of how schools rank in terms of their overall technology profile. Seventy-five figures and sixty-eight tables illustrate findings throughout the report. (AEF)

ED 448 691 IR 020 454

De Bra, Paul, Ed.; Leggett, John, Ed.
WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999).
PUB DATE- 99
NOTE- 1825p.; For the 1998 conference, see ED 427 680. For individual papers, see IR 020 455-506.
LANGUAGE- English
EDRS Price- MF16/PC73 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Uses in Education; Courseware; Distance Education; *Educational Technology; Electronic Libraries; Electronic Publishing; *Information Technology; Internet; Multimedia Instruction; Multimedia Materials; Postsecondary

On2broker: Semantic-Based Access to Information Sources at the WWW.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Computer System Design; *Information Retrieval; *Information Services; Information Sources; *Semantics; *World Wide Web
IDENTIFIERS- HTML; *Ontology; XML

On2broker provides brokering services to improve access to heterogeneous, distributed, and semistructured information sources as they are presented in the World Wide Web. It relies on the use of ontologies to make explicit the semantics of Web pages. This paper discusses the general architecture and main components (i.e., query engine, information agent, inference engine, and database manager) of On2broker and provides some application scenarios. The paper shows how semantic based access is provided to Web sources described with HTML (HyperText Markup Language), XML (eXtensible Markup Language), or RDF (Resource Description Framework). (Contains 15 references.) (Author/MES)

ED 448 713 IR 020 476

Ferguson, John D.; Weir, George R. S.; Wilson, John N.
Web Centric Education--A Challenge for Process Redesign.
PUB DATE- 99
NOTE- 6p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Distance Education; *Educational Change; Educational Development; *Educational Technology; Higher Education; *Information Technology; Models; Telecommunications; *Total Quality Management; World Wide Web
IDENTIFIERS- Learning Environments; Process Models; Technology Integration; Technology Utilization; Virtual Universities; *Web Based Instruction

This paper draws together current developments in computer-based education (CBE) with concepts from business process re-engineering. Topics discussed include: (1) re-engineering models, including the spectrum of approaches ranging from radical restructuring to evolutionary improvement, the stages of business process re-engineering (BPR), and information technology (IT) capability dependencies in the stages of business restructuring; (2) CBE evolution and revolution, including the impact of computer technology on teaching and learning, and application of the phases of BPR development to CBE; and (3) process redesign in the virtual university. (MES)

ED 448 714 IR 020 477

Forte-Turner, Alexandria; Schultz, Lynn; Miller-Dunleavy, Linda

Student 2000: Net-Based Learning for the Next Millennium.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Distance Education; *Educational Technology; Foreign Countries; Futures (of Society); Higher Education; *Internet; Multimedia Instruction; Secondary Education
IDENTIFIERS- *Learning Environments; Sweden; *Virtual Universities; Web Based Instruction

Lulea University of Technology (Sweden) has, for the last few years, deployed an Internet-based learning environment, mStar, to distribute courses to students independent of time and geographic distance. The mStar environment gives remotely attending students possibilities equal to traditionally attending students to take an active part in a course, as well as enhancing the learning experience for all students. This is made possible through a novel combination of IP-multicast technology and the World Wide Web. This paper describes net-based learning using the mStar Environment, including large scale distributed lectures and the virtual student community consisting of a virtual teachers' room, virtual group room, and virtual billboards. The paper reports on experiences gained over a few years of practice and depicts a vision of the next generation of the mStar environment. (Contains 14 references.) (Author/MES)

ED 448 736 IR 020 499

Torok, Andrew G.
Indexing and Metatag Schemes for Web-Based Information Retrieval.
PUB DATE- 99
NOTE- 6p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Educational Technology; Evaluation Criteria; Higher Education; Indexes; *Indexing; *Information Retrieval; *World Wide Web
IDENTIFIERS- Dublin Core; *Metadata; Northern Illinois University; *Web Based Instruction; XML

This paper reviews indexing theory and suggests that information retrieval can be significantly improved by applying basic indexing criteria. Indexing practices are described, including the three main types of indexes: pre-coordinate, post-coordinate, and variants of both. Design features of indexes are summarized, including accuracy, consistency, exhaustivity, and specificity. World Wide Web-based indexing is addressed, focusing on the use of meta tags. Two meta tag schemes currently in use, XML (eXtensible Markup Language) and the Dublin Core Metadata set, are discussed as a means for implementing indexing theory for Web-based documents. A project using the Dublin Core in support of a survey class in educational practice and pedagogy at Northern Illinois

McNeil, Sara G.; Robin, Bernard R.
Facilitating Collaboration, Knowledge Construction and Communication with Web-Enabled Databases.
PUB DATE- 00
NOTE- 7p.; In: WebNet 2000 World Conference on the WWW and Internet Proceedings (San Antonio, TX, October 30-November 4th, 2000); see IR 020 507. Figures contain very small and illegible type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; *Computer Uses in Education; Constructivism (Learning); Cooperative Learning; *Databases; Educational Technology; Higher Education; Knowledge Representation; *World Wide Web
IDENTIFIERS- Collaborative Learning; Knowledge Development; *Web Based Instruction

This paper presents an overview of World Wide Web-enabled databases that dynamically generate Web materials and focuses on the use of this technology to support collaboration, knowledge construction, and communication. Database applications have been used in classrooms to support learning activities for over a decade, but, although business and e-commerce have quickly embraced dynamic Web-based databases, their potential in educational environments is just now beginning to be realized. The authors explore a social constructivist framework for using Web-based databases to support learning and assessment and describe several specific applications of dynamic databases used to facilitate the construction of knowledge and support collaborative activities in online education courses. Several uses of databases are summarized, including building community, potential for continued growth, simplicity and accessibility, empowerment, and quality. The following examples of dynamic databases are described: student pictures and biographies for HyperGroups; computer-based instruction database; and faculty feedback. (Contains 13 references.) (MES)

ED 448 758 IR 020 521

Mouza, Chrystalla; Kaplan, Danielle; Espinet, Ivana
A Web-Based Model for Online Collaboration between Distance Learning and Campus Students.
PUB DATE- 00
NOTE- 7p.; In: WebNet 2000 World Conference on the WWW and Internet Proceedings (San Antonio, TX, October 30-November 4th, 2000); see IR 020 507. Figures contain font that is too small to be legible.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Cooperative Learning; *Distance Education; Educational Technology; Higher Education; *Instructional Design; *Instructional Development; Instructional Effectiveness; Instructional Innovation; Knowledge Representation; Models; World Wide Web
IDENTIFIERS- Collaborative Learning; Columbia University NY Teachers College; *Course Development; *Knowledge Development; Web Based Instruction

This paper presents a hybrid course framework at the Teachers College at Columbia University (New York) that seamlessly

Share Demonstration project. For a related project document, see CE 081 002. Dissemination of MDRC's work is supported by the Ford, Ambrose Monell, Alcoa, and James Irvine Foundations. Also supported by The Arco, Grable, Ewing Marion Kauffman, and Union Carbide Foundations, and the Open Society Institute.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adult Education; *Child Custody; *Child Support; Child Welfare; Demonstration Programs; *Fathers; *Low Income Groups; National Programs; National Surveys; One Parent Family; *Parent Child Relationship; Parent Responsibility; Parent Role

IDENTIFIERS- Impact Studies; *Noncustodial Parents

The Parents' Fair Share (PFS) Demonstration, a multi-site national project, tested a new approach to child support enforcement for low-income noncustodial parents (NCPs). Findings were drawn on survey responses of 2,005 custodial parents, mothers of children for whom NCPs owed child support. The sample was randomly assigned to a program group, subject to mandatory participation in PFS, or a control group not eligible for PFS services. Key findings indicated low-income NCPs targeted by the PFS program had widely varying levels of involvement with their children; NCPs in the PFS program group were more likely to provide formal child support; and PFS did not change the likelihood that NCPs would provide informal support, but led to a small reduction in the average value of informal support given. Analysis of PFS impacts by subgroups suggested future programs can reduce the likelihood that NCPs will cut back on their informal contributions by taking these two steps: (1) increasing earnings capacity of the most disadvantaged NCPs; and (2) developing innovative ways to encourage fathers to maintain informal support. PFS did not increase the amount of contact fathers had with their children, but increased fathers' efforts to engage in active parenting, increased frequency of discussions about the child among parents with the youngest children, and increased the likelihood of visits for NCPs with no high school credential. (Appendixes contain additional tables and 33 references.) (YLB)

ED 448 268   CE 081 002

Martinez, John M.; Miller, Cynthia

Working and Earning: The Impact of Parents' Fair Share on Low-Income Fathers' Employment.

SPONS. AGENCY- Department of Health and Human Services, Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.; Kellogg Foundation, Battle Creek, MI.; Mott (C.S.) Foundation, Flint, MI.; Department of Agriculture, Washington, DC.; Annie E. Casey Foundation, Baltimore, MD.; Department of Labor, Washington, DC.; Smith Richardson Foundation, Inc., Greensboro, NC.; Ford Foundation, New York, NY.; McKnight Foundation, Minneapolis, MN.; Northwest Area Foundation, St. Paul, MN.

PUB DATE- 00

NOTE- 77p.; Based on research conducted for the Parents' Fair Share Demonstration project. For a related project document, see CE 081 001. Dissemination of MDRC's work is supported by the Ford, Ambrose Monell, Alcoa, and James Irvine Foundations. Also supported by The Arco, Grable, Ewing Marion Kauffman, and Union Carbide Foundations, and the Open Society Institute.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adult Education; Child Custody; *Child Support; Child Welfare; Demonstration Programs; *Employment; *Employment

Kerka, Sandra; Wonacott, Michael E.
Assessing Learners Online. Practitioner File.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 14p.; Additional information provided by Cheryl Grossman and Judy Wagner.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Adult Learning; Adult Students; Career Education; Comparative Analysis; *Computer Uses in Education; Courseware; *Distance Education; Educational Practices; Educational Principles; Educational Quality; Evaluation Criteria; *Evaluation Methods; Feedback; Formative Evaluation; Guidelines; Informal Assessment; Interaction; Internet; Lifelong Learning; Mentors; *Online Systems; Postsecondary Education; School Security; *Student Evaluation; Teacher Role; *Teacher Student Relationship; Testing; Tests; Vocational Education; World Wide Web
IDENTIFIERS- Continuous Assessment; Facilitators

This document examines issues and techniques related to assessment of online learning for adult, career, and vocational education. The document begins with an overview of the disadvantages of assessing at a distance and the issue of security in the online environment. The following aspects of continuous assessment are discussed: characteristics (careful, systematic, and planned); issues (pacing, feedback, and learning quality); and types of continuous assessment activities (ungraded activities and feedback built into study materials; self-assessment quizzes and tests; formal feedback on assignments from instructors, peers, or workplace colleagues or mentors; informal dialogues with instructors, peers, and others; and ungraded tests that prepare learners for graded assessment). Presented next are guidelines for making online assessment interactive by taking actions such as the following: comparing learner answers with correct answers and giving feedback; recommending remediation; and showing Web pages with more information on missed questions. The following activities of effective instructors in online assessment environments are considered: acting as a coach, mentor, and facilitator; communicating information; providing timely feedback; and being a team member. The advantages, disadvantages, and examples of the following forms of assessment are detailed: case studies; discussions; microworlds/simulations; electronic portfolios; and self-assessments. The bibliography contains 45 references. (MN)

ED 448 286 CE 081 047

Aldridge, Fiona; Lavender, Peter
The Impact of Learning on Health.
PUB DATE- 00
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Adult Learning; *Educational

Definitions; Educational Environment; *Educational Practices; Educational Research; Educational Theories; Experiential Learning; *Learning Theories; Literacy Education; Social Cognition; Teacher Student Relationship; *Theory Practice Relationship
IDENTIFIERS- *Contextual Learning; *Contextualized Instruction; Distributed Cognition

Contextual learning is rooted in a constructivist approach to teaching and learning. According to constructivist theory, individuals learn by constructing meaning through interacting with and interpreting their environments. Current perspectives on what it means for learning to be contextualized include the following: situated cognition, social cognition, and distributed cognition. Contextual learning has the following characteristics: emphasizes problem solving; recognizes that teaching and learning need to occur in multiple contexts; assists students in learning how to monitor their learning and thereby become self-regulated learners; anchors teaching in the diverse life context of students; encourages students to learn from each other; and employs authentic assessment. Because constructivist learning theory maintains that learning is a process of constructing meaning from experience, it is congruent with much of adult learning, including self-direction, transformative learning, and situated cognition. Contextual approaches have been particularly popular in adult literacy, welfare-to-work, workplace education, and family literacy programs, where learner contexts are used to integrate academic content with learners' life experiences. When using contextual learning in their classrooms, adult educators should consider the following recommendations for practice: (1) select an approach reflecting the complex contexts of learners' lives; (2) examine materials for bias; (3) avoid imposing the perspectives of others; and (4) use the group as a resource. (MN)

ED 448 305   CE 081 075

Dirkx, John M
Transformative Learning and the Journey of Individuation. ERIC Digest No. 223.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Learning; Andragogy; Cognitive Processes; Cognitive Structures; Critical Thinking; Definitions; Educational Research; Emotional Development; Fantasy; *Imagery; Imagination; Individual Development; *Learning Processes; *Learning Theories; Lifelong Learning; Personal Autonomy; Psychological Studies; Self Actualization; Symbolism; Theory Practice Relationship; *Transformative Learning
IDENTIFIERS- *Boyd (Robert D); ERIC Digests; *Individuation; Spiritual Development

For many years, Robert Boyd has focused on the deeper emotional and spiritual dimensions of learning that many have suggested are underdeveloped in dominant conceptions of transformative learning. Boyd's work is grounded in the field of depth psychology, which is based on a fundamental belief in the powerful role that the dynamic unconscious plays in shaping

Imel, Susan
Career and Technical Education in Urban Schools. In Brief: Fast Facts for Policy and Practice No. 9.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Standards; Articulation (Education); Career Counseling; Career Development; Career Education; Career Exploration; Career Planning; *Change Strategies; Cooperative Planning; Education Work Relationship; *Educational Change; Educational Improvement; Educational Needs; Educational Opportunities; *Educational Practices; Educational Quality; Educational Trends; Evaluation Methods; Experiential Learning; High Schools; House Plan; Needs Assessment; Postsecondary Education; Professional Development; Program Development; School Community Relationship; Strategic Planning; Student Evaluation; Student Projects; Teacher Improvement; Transitional Programs; Trend Analysis; Urban Areas; *Urban Educa Contextual Learning; Contextualized Instruction; Learning Communities
IDENTIFIERS- Contextual Learning; Contextualized Instruction; Learning Communities

Despite the fact that a majority of urban educators remain optimistic about the future of city schools, urban high schools face significant challenges. Many recent developments in high school reform have important implications for career and technical education (CTE) programs in urban high schools. Publications on reforming secondary education contain recommendations about ways that urban educators can meet the unique challenges facing their schools. The following are among these recommendations: (1) create small communities for learning; (2) contextualize teaching and learning; (3) immerse students in the adult world; (4) maintain high standards; (5) provide options for further education and training; (6) connect and collaborate; (7) use different forms of assessment; and (8) provide for professional development. Strong connections exist between CTE and the current recommendations for high school reform. CTE practitioners in urban areas can use the current reform efforts to their advantage in the following ways: (1) supporting small learning communities with a career focus; (2) using contextual, project-based teaching and learning; (3) clearly articulating CTE outcomes and linking them to existing standards; (4) providing strong pathways to postsecondary education and further training; and (5) connecting to the community. (Contains 12 references.) (MN)

ED 448 321 CE 081 092

Sommers, Dixie
Work Force Information and Career-Technical Education. In Brief: Fast Facts for Policy and Practice No. 10.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

demonstrate personal qualities of self-esteem, self-management, and responsibility; (8) demonstrate acceptable behavior governed by the rules of society and the workplace; (9) demonstrate an understanding and ability to work with others; (10) demonstrate knowledge of the construction industry, related careers, and economic issues that affect the industry; (11) apply technical skills and knowledge used in the industry; and (12) understand and apply safety measures. (MN)

ED 448 337 CE 081 118

Jacobson, Robert; Green, Gary
Who's Hiring Whom for What? A Report on Employer Practices and Perceptions in Wisconsin and Their Implications for the Future of Welfare Reform.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Education Work Relationship; Educational Finance; Educational Needs; Educational Opportunities; Educational Planning; Educational Policy; Employed Women; *Employer Attitudes; Employer Employee Relationship; Employment Level; Employment Opportunities; Employment Patterns; *Employment Practices; Employment Programs; Employment Qualifications; Employment Services; Ethnic Groups; Federal Legislation; Financial Support; Fringe Benefits; Income; Individual Characteristics; Job Performance; *Labor Needs; Needs Assessment; *Policy Formation; Program Development; Program Improvement; Promotion (Occupational); Public Policy; Racial Differences; Salary Wage Differentials; *Statewid Employer Surveys; *Welfare Reform; *Wisconsin; Workforce Investment Act 1998
IDENTIFIERS- Employer Surveys; *Welfare Reform; *Wisconsin; Workforce Investment Act 1998

The practices and perceptions of Wisconsin employers regarding welfare recipients were examined. First, 500 employers outside the Milwaukee metropolitan area were interviewed by telephone. Those data were merged with data from a survey of Milwaukee-area employers, resulting in a statewide sample of about 1,250 Wisconsin employers (25%, 35%, and 40% of whom were from small, medium, and large firms, respectively). In the current robust economic cycle, the job market appeared quite capable of absorbing most former welfare recipients who exhibit even a bare minimum level of job readiness. Most employers believed that their role in supporting their employees involves not much more than providing a paycheck. Nearly one-third of employers interviewed indicated that their most recently hired former welfare recipients' chances for promotion were fair or poor. The implications of these and other findings regarding new hires' characteristics, qualifications, and job performance were examined. The following were among the recommendations offered: (1) promote increased employment involvement in and awareness of welfare-to-work efforts; (2) increase education and training opportunities to prepare individuals for the future demands of a less favorable labor market; (3) boost support programs, including child care, transportation, and housing; and (4) expand efforts to implement the Workforce Investment Act. (Contains 34 tables/figures.) (MN)

ED 448 338 CE 081 124

This document, which is intended as a guide for work force preparation program providers, details the Illinois occupational skill standards for programs preparing students for employment in occupations in the imaging/pre-press cluster. The document begins with a brief overview of the Illinois perspective on occupational skill standards and credentialing, the process used to develop the skill standards, and assumptions underlying the standards. Presented next are skill standards for 26 tasks typically performed by workers in the imaging/pre-press cluster. Each skill standard statement contains the following components: (1) the actual skill standard (including the conditions of performance, work to be performed, and performance criteria); (2) performance elements and assessment criteria; and (3) a recommended assessment and credentialing approach. The following are among the tasks for which skill standards are provided: provide customer service/customer education; monitor production quality; perform file management; perform camera operations; maintain photographic equipment; assemble digital page elements; use output devices; provide technical services; and conduct technical and ongoing training. The following items are appended: glossary; lists of Illinois Occupational Skill Standards and Credentialing Council, Communications/Information Technology Subcouncil, and Imaging Pre-Press Cluster Skill Standards Development Committee members; Communications/Information Technology Subcouncil Imaging Pre-Press Cluster skill standards recognition proposal; and list of necessary workplace skills. (MN)

ED 448 355 CE 081 166

Illinois Occupational Skill Standards: Mechanical Drafting Cluster.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 00
NOTE- 99p.; For other skill standards, see CE 080 474-492 and CE 081 161-167.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Advisory Committees; Behavioral Objectives; Blueprints; Competence; Competency Based Education; Computer Assisted Design; Data Analysis; Definitions; Diagrams; Drafting; Education Work Relationship; Educational Benefits; Educational Needs; Educational Objectives; Employment Potential; Employment Qualifications; *Engineering Drawing; Equipment Utilization; Evaluation Criteria; Geometric Concepts; Geometric Constructions; Glossaries; Guidelines; Information Retrieval; Job Performance; Job Skills; Job Training; Labor Force Development; Models; Occupational Clusters; Orthographic Projection; *Performance Based Assessment; Postsecondary Education; Program Guides; Secondary Edu *Illinois
IDENTIFIERS- *Illinois

This document, which is intended as a guide for work force preparation program providers, details the Illinois occupational skill standards for programs preparing students for employment in occupations in the mechanical drafting cluster. The document begins with a brief overview of the Illinois perspective on occupational skill standards and credentialing, the process used to develop the skill standards, and assumptions underlying the standards. Presented next are

for Albuquerque Public Schools. West Mesa Cluster.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance Patterns; Cooperation; *Delivery Systems; Elementary Education; Elementary School Students; *Family Counseling; Integrated Services; Pilot Projects; Principals; Program Evaluation; *School Counselors; *School Social Workers; *Systems Approach
IDENTIFIERS- Albuquerque Public Schools NM

A pilot program was designed to implement systemic changes by creating a collaborative approach and unified service delivery model for school counselors and social workers. The goals were to provide equal access to a meaningful education; increase school attendance and completion rates; increase appropriate student behaviors; increase safe and informed student choices; and forge collaboration links with community agencies. As part of the evaluation, principals, counselors, and social workers were interviewed to gain their perspectives regarding the impact of the pilot, obstacles to its implementation, and suggestions for the future. A time management study was conducted with the school personnel to determine how they spent their time, and a breakdown of their time spent on individual activities is presented in table form. Family intervention counseling was provided to 30 students in grades K-5 and statistics are included on the intervention provided during one school year. The results suggest that family counseling is a positive element of the pilot program. It concludes with a list of recommendations for the continuation of the pilot program. These address the subjects of funding, implementation, support systems, and paperwork demands. (JDM)

ED 448 376 CG 030 550

Rosenthal, Howard G., Ed.
Favorite Counseling and Therapy Homework Assignments: Leading Therapists Share Their Most Creative Strategies.
PUB DATE- 01
NOTE- 241p.; "With contributions by Albert Ellis, William Glasser, Allen E. Ivey, Richard N. Bolles, Peter R. Breggin, Maxie C. Maultsby, Jr., Gerald Corey, Marianne Schneider Corey, and others."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adolescents; Adults; Children; *Counseling; *Counseling Techniques; Developmental Psychology; Family Counseling; Gestalt Therapy; Marriage Counseling; Neurolinguistics; Rational Emotive Therapy; Transactional Analysis
IDENTIFIERS- Multicultural Counseling; Solution Focused Brief Therapy

The underlying concept of this publication is that homework, which is merely a specific type of therapy technique, can be helpful to counselors and educators. It contains ideas from psychiatrists; psychologists; counselors; social workers; and family therapists who use homework techniques to enhance therapy with adults, children, and adolescents; in group, individual, or family counseling. Part 1 presents recommendations on how to assign homework to clients. Part 2 points to the pitfalls of ascribing to one set of techniques in therapy and suggests that the best results occur when general control of their families was a complex problem. Among nonassertive mothers, gains in assertiveness are significant. When nonassertive mothers entered the Toughlove program, they were offered new behavioral repertoires. Within six months, their children's antisocial behaviors declined. Results suggest that community support and validation represent a crucial variable that provides the support to improve adolescent behavior. Results also point to the fact that quantitative and qualitative methodologies properly reinforce one another. While each approach alone may be necessary, it is in combination that they illuminate the interactions between parent-child processes and community supports. (Contains 2 tables, 1 figure, and 16 references.) (Author/JDM)

ED 448 396   CG 030 609

Elliott, Timothy R.
Both Sides Now: From Academic Counseling Psychology to Health Care.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chronic Illness; *Counseling Psychology; Disabilities; *Graduate School Faculty; Higher Education; *Medical Schools; Needs Assessment; Professional Development; Public Health; *Research Utilization; *Theory Practice Relationship

This paper presents the case for furthering the profession of counseling psychology by affiliating with a department of medicine and not working only within traditional graduate programs. Counselor training programs have explicit expectations for faculty to execute a research program that makes a unique contribution to the field. Medical schools expect psychology faculty to conduct a program that attracts external funding which in turn serves as a sign of external validation. This clear mission, along with a supportive infrastructure, makes it easy to do research deemed necessary for scholarship and service. Health care delivery to persons with chronic diseases and disabilities constitutes the greatest challenge facing health care today, and the effective treatment of these problems is a priority of policymakers and federal funding agencies. The paper questions whether mainstream counseling psychology, as represented by the majority of research published, is responsive to this national priority. Counseling psychologists are ideally prepared to demonstrate the worth of psychological explanations of behavior and associated interventions in promoting the health and well-being of persons with chronic health problems. It suggests development of a research program that would have theoretical and practical applications and have an impact on health care policy and delivery. (JDM)

ED 448 397   CG 030 610

Bromley, Jamie L.
Training for Counseling Psychologists in Suicide Prevention, Intervention, and Postvention.
PUB DATE- 00

Speaks on Reading and Writing" (Jerome C. Harste); Text Matters in Learning To Read" (Elfrieda H. Hiebert); "Real Literacy in a School Setting: Five-Year-Olds Take on the World" (Nigel Hall); and "From the Vantage of Retirement" (Jeannette Veatch). Essays in Section 5, Distinguished Educators on Assessment and Evaluation, are: "Putting It All Together: Solving the Reading Assessment Puzzle" (Roger Farr); "Literacy Assessment Reform: Shifting Beliefs, Principled Possibilities, and Emerging Practices" (Robert J. Tierney); and "Evaluation: The Center of Writing Instruction" (Jane Hansen). (RS)

ED 448 415 CS 014 184

Potter, Rosemary Lee
Technical Reading in the Middle School. Fastback 456.
PUB DATE- 99
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; Futures (of Society); Middle Schools; *Reading Instruction; *Reading Skills; *Reading Strategies; Student Needs
IDENTIFIERS- *Course Development

The world of the 21st century demands relevance in learning, consumer wisdom, technological skills, and, above all, the ability to read precisely and well. A new course of reading instruction--matched to the goals, needs, and interests of the middle school learner--is "technical reading." This fastback shares 3 years' experience of preparing for and teaching technical reading to seventh graders. It is divided into the following sections: Introduction; Technical Reading: What and Why (Reading in School and Workplace; Reading for Safety, Economic, and Career Information); Technical Reading: Course Designer Questions (Matching Existing Requirements; Considering Age-Level Interests, Needs, and Relevancy; Balancing Scope and Sequence); Class Components, Materials, and Activities (Choosing Matching Materials; Planning the Activities); Getting Started (Announcing the New Class; Working with Colleagues; Day-to-Day Operations; Evaluation and Grading); Special Features (Interdisciplinary Components; Projects; Gaming as Learning; Court Day; Rethinking "Extra" Credit); What We Learned (Student Class Evaluations; The Student-Parent Letter Connection); and Conclusion and Recommendations (Recommendations for Teaching Technical Reading). (Contains 17 resources arranged according to the units of the Tech Reading class.) (NKA)

ED 448 416 CS 014 185

Fountaine, Drew
Technical Advances and Fifth Grade Reading Comprehension: Do Students Benefit?
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Assisted Testing; *Grade 5; Intermediate Grades; Literature Reviews; *Reading Comprehension; *Technological Advancement
IDENTIFIERS- *Closed Captioned Television; Self Direction;

quality reading programs at a glance and to match instruction in their classrooms to the best practices described in the research. The guide does not describe any single way to teach a child to read. It is divided into seven parts: Understanding Reading Instruction; Important Reading Skills (Phonemic Awareness, Phonics, Fluency, Comprehension, and Vocabulary); Reading Readiness; Beginning Readers; Intermediate Readers; Children with Special Needs; and Grade-by-Grade Accomplishments. The first six sections are not broken down by grade level: in the early grades, all children learn to read at different speeds and how to deal with different challenges. The "accomplishments" listed in the last section are based on grade levels to give teachers and parents a sense of what they can reasonably expect children to do as they become more skillful readers. (RS)

ED 448 436   CS 014 329

Ready To Read: Laying the Foundation for School Success. Satellite Town Meeting #77 (March 20, 2001). Videotape .
SPONS. AGENCY- Procter and Gamble Educational Services, Cincinnati, OH.; Bayer Corp., Pittsburgh, PA.; Public Broadcasting Service, Washington, DC.; National Aeronautics and Space Administration, Washington, DC.; Apple Computer, Inc., Cupertino, CA.; Target Stores/Dayton Hudson Corp.
PUB DATE- 01
NOTE- 0p.; Also produced in partnership with Discovery Communications and Channel One.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Academic Achievement; Early Childhood Education; Educational Environment; *Family Literacy; Parent Participation; *Reading Achievement; *Reading Readiness; School Community Relationship; Student Evaluation; Teacher Education

This videotape (in either VHS of 3/4 inch format) presents an interactive teleconference where renowned national experts, local educators, and community leaders share ideas on how to improve schools and reach the National Educational Goals. This 60-minute Satellite Town Meeting focuses on laying the foundation for school success through readiness to read. It offers an opportunity for networking with people across the nation who share a commitment to building community partnerships and a common vision of educational excellence for all children. It features programs with strong parent involvement, well-qualified teachers, a wealth of language activities, and ongoing, meaningful communication between adults and children. Secretary of Education Rod Paige and guest panelists Lue Alma Sumlin, Reid Lyon, Dea Salter, Sharon Darling, and Norma Garza address such questions as: Why emphasize reading and language with young children? What does a quality early learning environment look like for pre-school children? What activities can parents do to help lay the foundation for reading? What types of professional development should early childhood professionals undergo to ensure students are prepared for elementary school? How can family literacy programs help children to be ready to read as they help to break the inter-generational cycle of literacy? What role can public schools play in assuring all 3- to 5-year-old children have quality learning experiences? and How can schools build partnerships with local childcare providers, businesses, social units and the components of a thematic unit. In fact, the program delineates fully the use of thematic units, including the use of a sequence of activities and materials needed and the process to be followed in developing thematic units. A model unit on Coming of Age in the Vietnam War Combat Literature is appended, as are sample unit activities. (Contains a 43 references.) (NKA)

ED 448 456 CS 217 331

Truax, Paige
Readers That Can't Write...Writers That Can't Read.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; *Language Arts; *Learning Strategies; Literature Reviews; *Reading Processes; *Reading Writing Relationship; *Writing Processes
IDENTIFIERS- Integrated Skill Development

Noting that learning to read and learning to write are closely linked, this paper asks why there are sometimes readers who cannot write and writers who cannot read. The paper advocates taking a closer look at the reading and writing relationship to answer the question and provide strategies for competent literacy instruction in all areas. It reviews the literature for effective literacy practices and finds that the work of Pike, Compain, and Mumper (1994) presents an in-depth understanding of the reading-writing relationship by defining specific attributes common to both and addressing the two processes in an integrated manner rather than as isolated subjects. It also cites several other helpful studies. (NKA)

ED 448 457 CS 217 332

Dial-Driver, Emily; Sesso, Frank
Thinking Outside the (Classroom) Box: The Transition from Traditional to On-Line Learning Communities.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Conference of the National Council of Teachers of English (Milwaukee, WI, November 16-13, 2000). Screen captures contain small type and may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Elementary Secondary Education; Higher Education; *Internet; *Writing (Composition); *Writing Instruction
IDENTIFIERS- Computer Assisted Writing; *Learning Communities; *Online Courses; Online User Groups; Rogers State University OK

The building of community generally means the creation of stronger, better realized writing; it is a strong argument for classes in which students learn and use all the writing tasks and principles, from pre-writing to authoring, and learn to trust each other enough to become vulnerable since sharing implies vulnerability. The question of how to build a community becomes key when faculty are faced with the demand to utilize technology, regardless of the reason for the demand. This paper gives an overview of how the Internet can be used by teachers opportunities for pursuing speaking proficiency--is an impressive goal for any college or university. Responsibility for its pursuit and attainment is often assigned to a very few. To serve the campus community to the greatest extent, a communication center must depend upon the support of faculty from all academic disciplines; the staff of a speaking center is typically viewed as responsible for engaging faculty interest. If the efforts of the communication center are to succeed, faculty preparation needs to be earnest, if not enthusiastic. For this to be manifested, the staff of a communication center should research each department's objectives, apprise themselves of course aims and requirements, ascertain knowledge of and highlight those programs which offer greatest potential, and be prepared to meet individual faculty members at their particular levels of need. Professors, like students, bring to a course or an assignment varied backgrounds in and understanding of proficiency in speech or communication competence. They need demonstrable evidence that a speaking-intensive course component will enhance understanding of course material and accrue to students' benefit in their pursuit of speaking excellence. Faculty development, which includes research and appraisal, therefore, becomes a preemptory necessity in the establishment of a communication center to which faculty members decide to lend informed, wholehearted, and consistent support. (Author/NKA)

ED 448 480   CS 510 475

Schnell, Jim
Doing Televised Rhetorical Analysis as a Means of Promoting College Awareness in a Target Market.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Higher Education; *Institutional Advancement; *Marketing; *Public Relations; Rhetorical Criticism; Television
IDENTIFIERS- Ohio Dominican College; *Professional Communication; Targeted Dissemination

This paper describes aspects of doing televised rhetorical analysis as they relate to the promotion of college awareness in a particular target market. Considerations in the paper include variables that most professors encounter in their efforts to address the "service" expectations of their employment and how these variables can be commensurate with significant public relations goals of the institution. The professor/author of the paper was invited to do a rhetorical analysis of a gubernatorial primary debate carried by Ohio News Network television, based on his experience doing similar types of rhetorical analysis in various mass media markets and mass media channels, and he decided to cultivate a relationship with the news organization as a means to promote the institution where he teaches, Ohio Dominican College. The paper notes that how educators address "service" expectations can differ markedly, but the objectives of such efforts are fairly consistent. (NKA)

ED 448 481   CS 510 477

Worth, David S.
Exploring the Forensics Community: The Need for Stronger Basic

To assign grades that accurately communicate student performance, conscientious teachers must ensure their grading is consistent with that of other teachers, reveals student progress, and remains sensitive to impacts on student motivation and parent reaction. Teachers, parents, and administrators of the Round Rock Independent School District in Austin, Texas, met in 1997 to review and revise first-grade report cards, stimulated, in part, by confusion regarding existing report cards and successful changes implemented at the kindergarten level. Criteria emerging from discussions indicate report cards should clearly communicate achievement, provide information about progress toward exit-level standards, be easily understood, provide accurate descriptions of learning, and communicate growth over time. While offering some immediate improvements, an interim report card did not meet all the criteria, and continuing discussions were necessary to engender support for the developmental-continuum approach employed in kindergarten. A steering committee developed a time line, shared information with teachers and parents, and coordinated content-area committees. Planners developed a simple, one-page format that graphically depicts student growth over 9 weeks, progress toward grade-level standards, and information about attendance, special services, student responsibilities, promotion and retention, parent conferences, and reading levels. An Explanation of Stages guide describes key skills and processes linked to developmental progress. Teachers, administrators, and parents provided valuable input during the revision process, and the participation of all stakeholders was critical to project success. (TEJ)

ED 448 500 EA 030 759

School Matters: Mapping for Reflecting and Planning.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cognitive Mapping; Educational History; Educational Planning; Elementary Secondary Education; *Long Range Planning; Participative Decision Making; Strategic Planning

This report describes how schools can draw on multiple voices to create a comprehensive portrait of important events in a school's history. In this "mapping" process, participants create a map that portrays the collective history of the school, facilitating an increased awareness of past actions and their connection to current conditions. Participants include teachers, administrators, parents, support staff, district staff, and community members who know the history of the school but who may have different perspective on that history. The document outlines what materials are needed and offers an overview of how schools have used the mapping process, such as site-based management teams' identification of priorities and schoolwide long-range planning. The process is described in two stages. Stage 1 introduces the concept and offers tips for guiding the discussion and encouraging participants to share their personal information. Stage 2 asks participants to relay what they see emerging from the map, such as any patterns or trends, and asks participants to share the implications of the teacher motivation. A question-and-answer session followed the presentations. (RJM)

ED 448 520 EA 030 793

A Forum To Expand Advanced Placement Opportunities: Increasing Access and Improving Preparation in High Schools. Pipeline for School Reform: Pre-AP Models. Transcript of Proceedings (Washington, D.C., February 11, 2000).
PUB DATE- 00
NOTE- 102p.; Transcript was produced from a tape recording. For other transcripts of the proceedings, see EA 030 792-796.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Advanced Courses; *Advanced Placement; Change Strategies; College Preparation; Curriculum Development; Educational Improvement; Educational Opportunities; Excellence in Education; *Models; Secondary Education; *Secondary School Curriculum; Teacher Education

This transcript reproduces a Department of Education/College Board-sponsored discussion on ways to expand advanced-placement (AP) opportunities in high schools. The deliberations open with a presentation by the associate director of the College Board, who is responsible for the national promotion of pre-AP initiatives. This portion of the document examines a pre-AP model, which is a set of content-specific strategies to build rigorous curricula, promote access to AP for all students, and introduce skills, concepts, and assessment methods to prepare students for success in AP and other challenging courses. The various elements of pre-AP, such as teacher development, are examined. The transcript details the results of AP initiatives in Dallas, Texas, in Lincolnshire, Illinois, in San Diego, California, and in Baltimore, Maryland. Discussions of these programs center on the notion of vertical teaching, the importance of teacher development, and the use of vocational education in middle school. The participants also describe how they developed their pre-AP programs, provide examples of the various elements of these programs, discuss the successes that the programs have engendered, and answer questions from the audience. (RJM)

ED 448 521 EA 030 794

A Forum To Expand Advanced Placement Opportunities: Increasing Access and Improving Preparation in High Schools. Transcript of Proceedings (Washington, D.C., February 10, 2000).
PUB DATE- 00
NOTE- 120p.; Transcript was produced from a tape recording. For other transcripts of the proceedings, see EA 030 792-796.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Advanced Courses; *Advanced Placement; Change Strategies; College Preparation; Curriculum Development; Educational Improvement; Educational Opportunities; Excellence in Education; High Schools; *Secondary School Curriculum

This transcript reproduces a Department of Education College Board-sponsored discussion on ways to expand advanced-placement (AP) opportunities in high schools. The document contains the comments of panelists and presenters who described promising practices and strategies for preparing students for success, preparing teachers to lead instruction, and preparing schools to initiate and sustain rigorous learning programs. The text presents a portrait of a successful shared-governance principal and considers the future of instruction-oriented, facilitative-democratic leadership in schools. (Contains approximately 300 references.) (TEJ)

ED 448 541 EC 308 155

"Elderly Deafblindness." Proceedings of the European Conference of Deafblind International's Acquired Deafblindness Network (3rd, Marcelli di Numana, Italy, October 2-7, 1998).
PUB DATE- 98
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- *Deaf Blind; *Delivery Systems; Foreign Countries; Individual Characteristics; Interpersonal Communication; Multiple Disabilities; *Older Adults; Policy Formation; *Quality of Life; *Rehabilitation Programs; Social Services; *Staff Development; Surveys; Training Methods
IDENTIFIERS- Finland; Ireland; Netherlands; Norway; United Kingdom

This text includes all of the plenary presentations from the 3rd European Conference of Deafblind International's Acquired Deafblindness Network. This international conference was the first to focus specifically on older people with dual sensory impairment. Presentations addressed the awareness of the needs of older people with deafblind or dual sensory impairments, the development of policy, and the development of practice related to older people such as gaining new skills, new approaches to communication, and staff training. Presentations included: (1) "Eurolink Age: An Example of European Lobbying" (Marianne Dwarhuis); (2) "Keynote Speech: People Who Become Deafblind in Old Age" (Malcolm Matthews); (3) "Demographic Study on Elderly Persons with Dual Sensory Impairment" (Else Marie Svingen and Marja-Leena Saarinen); (4) "Contact Persons" (Helle Brogger); (5) "Communication" (Liz Duncan and Martha Bagley); (6) "Vision and Hearing in Old Age" (Frank Jorritsma); (7) "Rehabilitation of the Hearing-Visually Impaired in the Netherlands" (Sita Schipper); (8) "Communication Workshop" (Liz Duncan and Martha Bagley); (9) "Survey of 281 Old Persons and Their Practical Emotional and Existential Needs" (Ann Svensson); (10) "International Awareness Campaign" (Anneke Balder); (11) "Confident Living Program" (Martha Bagley): (12) "Home Instructors, A Programme in Sweden" (Anita Bengtsson and Margaretha Lagerdahl); (13) "Information Provision and Non Specialist Training" (Ole E. Mortensen); (14) "Staff Development" (Lucette Teurlings); (15) "Constructional Behaviour Analysis and the Kalorama Approach" (Jan Prickarts); (16) "Training of Non-Specialists: A Training Package in the Netherlands" (Lucette Teurlings); (17) "Sense in Derbyshire Outreach Development Project for Older People with Acquired Deafblindness" (Sarah Goodwin); (18) "The UN's Standard Rules on the Equalization of Opportunities for Persons with Disabilities in Relation to Elderly with Acquired Deafblindness with Special Emphasis on the First Rule, 'Awareness-Raising'" (Kirsten Janshol); (19) "Think Dual Sensory: Policy and Practice Initiative Department of Health Social Services Inspectorate" (Jeff Bashton); (20) "Plenary Session on UK Policy" (Peter Kaye); (21) "Obstacles to Older Deafblind People Getting a Proper Social Service" (Graham Willets and Brian Peaker); (22) "Life Quality Survey in Finland Intervention Programme for Elderly Dual Sensory Impaired Persons" (Else Marie Svingen and Marja-Leena Saarinen); (23) "Quality of Life Research Data from a Demographic Survey of Deafblindness in the

(141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; *Certification; *Course Content; *Disabilities; Early Childhood Education; *Early Intervention; Family Needs; Infants; *Interdisciplinary Approach; Mentors; Pediatrics; Portfolio Assessment; Postsecondary Education; Practicums; *Preservice Teacher Education; Teacher Competencies; Toddlers; Training Methods; Young Children
IDENTIFIERS- Connecticut

This final report discusses the activities and outcomes of the Early Intervention Specialist Program, a preservice personnel preparation project designed to develop, implement, and evaluate a new interdisciplinary certificate/credential process for early interventionists providing services within Connecticut's early intervention system. The certificate program consisted of 15 credit hours, 9 credits of coursework and 6 credit hours of supervised practicum experience. The course content of the project contained three modules: families of infants and toddlers, interventions through teaming and interagency collaborations, and systems change. The second feature consisted of a supervised practicum experience based upon a series of 41 competency-based tasks used to measure the trainee's acquisition and application of critical content taught in the modules. These competencies included areas such as family and child assessment, Individualized Family Service Plan development, child intervention and service delivery, assistive technology, community resources, teaming, and interagency collaborations. An important feature of the program was the identification of peer mentorships as an effective method of training. The report discusses project goals and objectives, theoretical frameworks, logistical problems, results, and impact. Extensive appendices include information on curriculum content, competencies, supervisory materials, training manuals, and evaluation instruments. (Contains 46 references.) (CR)

ED 448 560 EC 308 175

An Introduction to Special Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Individualized Education Programs; *Parent School Relationship; Parent Teacher Cooperation; Problem Solving; *Referral; *Special Education
IDENTIFIERS- Wisconsin

This booklet for Wisconsin parents of children with disabilities discusses the processes and functions of special education. It describes steps in the Individualized Education Program (IEP) team process, including: referring a child for special education; evaluating the child; deciding what services are needed and writing the IEP; deciding where the child will receive services and sending the placement notice to parents; reviewing the IEP and placement at least once each year; and reevaluating the child at least once every three years. Participants on the IEP team are identified, and ideas are provided for preparing for the IEP team meeting. The booklet explains the different components of the IEP and also provides

DESCRIPTORS- Educational Environment; *Educational Facilities Planning; Elementary Secondary Education; Public Schools; Questionnaires; *Teacher Attitudes; Teacher Effectiveness
IDENTIFIERS- *Professionalism

This study determined the perceptions of 38 state Teachers of the Year (1988) had about how school facilities affected their ability to function as professionals. Data from a 105-item questionnaire revealed that, except for space utilization, the teachers were satisfied with all the physical environmental aspects of their school's instructional areas. They were also satisfied with noninstructional features except for telephones for teacher use; teacher to teacher conference areas; teacher professional libraries; and planning, lounge, and dining areas. Statistically significant differences in perception were found by gender, teaching level, and years of experience. The teachers ranked classroom furnishings, equipment, and ambient features as most important environmental features. They were least pleased with space utilization; acoustics; thermal conditions; equipment; and areas for planning, conferencing, and relaxation in their schools. The respondents also suggested features from their present facilities and features to add when planning new schools. Appendices provide the environmental questionnaire and copies of several study correspondence. (Contains 77 references.) (GR)

ED 448 580 EF 005 826

A Study of School Facilities and Recommendations for the Abbott Districts.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; Financial Support; Public Schools; State School District Relationship; Student School Relationship

The New Jersey Department of Education (NJDOE) presents a study of facilities' needs for the Abbott School District's 28 educational facilities and provides recommendations concerning how the state should address those needs, including appropriate and alternative funding. Study assessment data show the estimated cost for existing facility rehabilitation would be over $1.8 billion, of which half the amount would be for facility expansion and architectural and structural refurbishing. The study also lists recommended facility specifications deemed necessary to assure students can achieve the Core Curriculum Content Standards. Other state's educational facility construction and funding practices are highlighted as promising approaches for New Jersey to consider. Final comments address the state's plan for Abbott District facilities improvement, including the administrative actions of the NJDOE, and the issues related to the development of a state financing plan which is outside of the special areas of expertise of the department. (GR)

ED 448 581 EF 005 827

Seals, Jack Reece, Jr.
Recommendation of Standards for Educational Space for Public School Facilities.
PUB DATE- 91
NOTE- 337p.; Ph.D. Dissertation, University of Texas at Austin.

classrooms. Portfolio assessment is the systematic, longitudinal collection of student work created in response to specific, known instructional objectives and evaluated in relation to the same criteria. Assessment is done by measuring the individual works as well as the portfolio as a whole against specified criteria. Portfolio creation is the responsibility of the learner, with teacher guidance and support, and often with the involvement of peers and parents. This manual describes a model of an assessment portfolio that incorporates many components. Section headings include the following: "How To Use This Manual"; "Model for Portfolio Assessment"; "Planning for Portfolios"; "Validity and Reliability"; "Portfolio Contents" (including instructions on how to match, organize, and integrate portfolio assessment and instruction); "Creating Rubrics"; "Wrapping Up the Portfolio Semester"; and "Issues To Consider" (including parental involvement and time management). (Contains 18 annotated references.) (KFT)

ED 448 603 FL 026 535

Spicuzza, Richard; Liu, Kristin; Swierzbin, Bonnie; Bielinski, John; Thurlow, Martha
Participation and Performance of Limited English Proficient Students during Second Attempts on a Graduation Exam. State Assessment Series, Minnesota Report 28.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Charts; English (Second Language); *High School Students; *High Stakes Tests; *Limited English Speaking; Performance Based Assessment; Second Language Instruction; Second Language Learning; Secondary Education; Tables (Data)
IDENTIFIERS- Basic Skills Assessment Tests

The central research question of this study is whether first-time scores for repeat limited-English-proficient (LEP) test-takers of Basic Standards Tests (BSTs), also known as "graduation exams," predict a passing score on the test the second time around. Three points are cautiously asserted: (1) 20% or fewer of LEP students who retook the BSTs passed, compared to 35% of all students passing the mathematics test and 52% of all students passing the reading test on the second attempt; (2) LEP students who scored below 64-68% on the reading test and below 66-69% on the mathematics test in 1997 had less than a 50% chance of passing the test in 1998; and (3) there was a small number of students who had very low scores on the first try in 1997, scoring 25% or fewer correct answers on the reading and math sections, who passed the BSTs on the second try in 1998. Although it is beyond the scope of this study, the apparently successful remedial instructional supports received by these students should be examined in greater depth. (Contains 10 tables, 4 figures, and 9 references.) (KFT)

ED 448 604 FL 026 537

Huang, Su-yueh
A Quantitative Analysis of Audiotaped and Written Feedback Produced for Students' Writing and Students' Perceptions of the Two Feedback Methods.

institution will be a full-service campus with a lower division, upper division, and graduate educational services, located in a former state hospital in Ventura County. The new campus is expected to open in 2002 and to operate initially in tandem with the CSU Northridge Ventura Center now located at the site. The center will be phased out gradually according to a transition plan to be developed by the presidents of CSU Northridge and CSU Channel Islands. The proposal was approved by the California Commission on Higher Education in November 2000. This document contains: (1) "Conclusions and Recommendations"; (2) "Background to the Proposal"; (3) "Demographic and Geographical Context"; and (4) "Analysis of the Proposal." Appendixes contain guidelines for review of the proposed educational institutions, the state Department of Finance approval letter for the plan, and letters of support for the proposed new campus. (Contains 15 displays.) (SLD)

ED 448 626 HE 033 635

Harris, Sandra M.
Sisters as a Source of Motivation for Those Pursuing Higher Education.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aspiration; *College Students; Factor Analysis; Higher Education; Questionnaires; Sibling Relationship; *Siblings; *Student Motivation

This study reports ad hoc findings of a study research project that explored the statistical properties of a questionnaire investigating the factors that motivate individuals to pursue higher education. The researcher used the literature-based, researcher-developed Factors Influencing Participation in Higher Education Questionnaire (S. Harris, 1999) to determine, quantitatively, college-going factors. The sample consisted of 509 participants from 2 southeastern universities. Reliability estimates for the scales ranged from 0.66 to 0.90. Principal components analysis using varimax rotation was used to factor analyze the data. While 10 factors were specified as the extraction criteria, a 9-factor solution was as effective in defining the data, accounting for 43% of the common variance. The three items regarding sisters merged as a separate scale, which the researcher named the Sister's Influence Scale. A post hoc reliability analysis revealed a coefficient alpha of 0.81 for the scale. In addition, a correlation analysis showed that the scale was significantly correlated with 9 of 19 other measures of interest. The significant correlation coefficients ranged from -0.12 to 0.42. The researcher concluded that, although not hypothesized as an original scale, the Sister's Influence Scale is a valid and psychometrically sound scale that warrants further investigation. (Contains 3 tables and 24 references.) (Author/SLD)

ED 448 627 HE 033 636

King, Jacqueline E.
Status Report on the Pell Grant Program, 2000.
PUB DATE- 00
NOTE- 40p.

for Mission: A Case Study of a Department's Search" (Joseph J. Feeney, Owen W. Gilman, Jr., and Jo Alyson Parker); (12) "Is Jesuit Education Fulfilling Its Mission?" (Vincent J. Genovesi); (13) "The Integrity of a Catholic Management Education" (Michael J. Naughton and Thomas A. Bausch); (14) "Introduction" (to the section "The Faculty and the Disciplines" (Irene King); (15) "Catholic Higher Education: A Strategy for Its Identity" (John C. Haughey); (16) "The Catholic University Project: What Kind of Curriculum Does It Require?" (Stephen J. Heaney); (17) "Ethics and Religion in Professional Education: An Interdisciplinary Seminar" (James L. Heft); (18) "Academic Freedom and the Catholic University: One Generation after 'Land O'Lakes'" (Michael Hollerich); (19) "Teaching Sociology in the Catholic University: Conflict, Compromise, and the Role of Academic Freedom" (William J. Kinney); (20) "Catholic Studies at Catholic Colleges and Universities" (Thomas M. Landy); (21) "Catholic Studies at the University of St. Thomas" (Don J. Briel); (22) "Graduate Business Faculty in the Catholic University" (Raymond N. MacKenzie); (23) "Theology and the Integration of Knowledge" (Terence L. Nichols); (24) "In the Beginning Was the Word" (Glenn A Steinberg); (25) "Introduction" (to the section "Student Life") (Irene King); (26) "Paradigms of Justice and Love" (Patrick H. Byrne); (27) "University-Community Collaborations: Shaping the Vision of Catholic Higher Education" (Karen Caldwell, Mary Domhidy, Sharon Homan, and Michael J. Garazini); (28) "Measuring Moral Development: A College-Wide Strategy" (Margaret G. Kender); (29) "Meeting Religious Diversity in a Catholic College" (Joan Penzenstadler); (30) "Behavior to Consciousness...A Paradigm Shift" (Paul Stark); (31) "Introduction" (to the section "Strategies for Change" (Irene King); (32) "A Most Promising Road To Take: The Values Program Process" (Donald J. Kirby); and (33) "Promoting an Ethical Campus Culture: The Values Audit" (John R. Wilcox and Susan L. Ebbs). (Many of the papers contain endnotes.) (SLD)

ED 448 649 HE 033 658

Outcalt, Charles L., Ed.; Faris, Shannon K., Ed.; McMahon, Kathleen M., Ed.
Developing Non-Hierarchical Leadership on Campus: Case Studies and Best Practices in Higher Education. The Greenwood Educators' Reference Collection.
PUB DATE- 01
NOTE- 261p.; Foreword by Alexander W. Astin.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Case Studies; Citizenship Education; Educational Practices; *Higher Education; Interdisciplinary Approach; *Leadership Training; *Service Learning; *Student Leadership

The selections in this volume explain how, through service learning, residential living, community work, and student organizations, students can become leaders and more effective citizens. The chapters are: (1) "An Interview with Helen S. Astin" (Kathleen M. McMahon); (2) "The Emergence of Inclusive, Process-Oriented Leadership" (Shannon K. Faris and Charles L. Outcalt); (3) "A Multiple-Level Approach for Understanding the Nature of Leadership Studies" (Francis J. Yammarino and Fred Dansereau); (4) "Developing Social Change Agents: Leadership development for the 1990s and Beyond" (Marguerite Bounous-Hammarth); (5) "New Ways of Leading in a Networked World"

NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Athletes; *College Students; Grade Point Average; Higher Education; *Males; Participation; *Prediction

Using data from the 1986-1990 Cooperative Institutional Research Program (CIRP) dataset, this study examined the effect of college male athletic participation in the sports of football or basketball as compared to participation in other "minor" sports on academic performance as measured by grade point average. Results indicate that the type of sport in which one participates is not a significant predictor of academic performance. (Contains 2 tables and 11 references.) (Author/SLD)

ED 448 671 HE 033 682

Moore, Jamillah; Teng, Allen
Validating Standardized Testing: The Role of the SAT and ACT in Undergraduate Admissions. Background Information to Legislative Hearing .
PUB DATE- 98
NOTE- 424p.; For the California State Senate report on the hearing, see HE 033 683.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Admission (School); College Applicants; *College Entrance Examinations; High School Students; High Schools; Legislators; Public Colleges; *Standardized Tests; State Legislation; *Test Use
IDENTIFIERS- *ACT Assessment; California; California State University; *Scholastic Assessment Tests; University of California

A hearing was planned by the California Senate Select Committee on Higher Education Admissions and Outreach to consider the role of the Scholastic Assessment Tests (SAT) and the American College Test (ACT) in the admission of students to California's public universities. The hearing was intended to provide a serious discussion of the merits and concerns surrounding these admissions tests and to consider their effectiveness and some other forms of assessment used in other states and private colleges. The hearing was planned in the context of California Senate Constitutional Amendment 7, which would redefine the criteria for admission to the University of California and California State University. This document contains the following background materials for the hearing: (1) an introduction with the hearing announcement, press release, agenda, and the text of the proposed amendment; (2) "Eligibility of California's 1996 High School Graduates for Admission to the State's Public Universities" (California Postsecondary Education Commission); (3) "University of California Follow-Up Analyses of the 1996 CPEC Eligibility Study" (University of California, Office of the President, Student Academic Services); (4) "Undergraduate Admission Requirements" (California State University); (5) data on independent California colleges and universities from the "1997-1998 California and Independent Colleges and Universities Guide"; (6) "Briefing Paper on the SAT" prepared for the hearing by the College Board; (7) "Using the ACT Assessment in Making Admissions and Course Placement Decisions" (brief prepared by the American College Testing Program); (8) "Latino

Education; *World Wide Web
IDENTIFIERS- Electronic Commerce; Technology Utilization; *Web Based Instruction

The 1999 WebNet conference addressed research, new developments, and experiences related to the Internet and World Wide Web. The 394 contributions of WebNet 99 contained in this proceedings comprise the full and short papers accepted for presentation at the conference. Major topics covered include: commercial, business, professional, and community applications; educational applications; electronic publishing and digital libraries; ergonomic, interface, and cognitive issues; general Web tools and facilities; medical applications of the Web; personal applications and environments; societal issues, including legal, standards, and international issues; and Web technical facilities. An author index is included. Most papers contain references. (MES)

ED 448 692 IR 020 455

Jensen, Jens F.
3D Inhabited Virtual Worlds: Interactivity and Interaction between Avatars, Autonomous Agents, and Users.
PUB DATE- 99
NOTE- 9p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Characterization; *Computer Mediated Communication; Educational Technology; *Information Technology; *Interaction; Internet; Microworlds; Multimedia Materials; Semiotics; Sociology; Users (Information); *Virtual Reality
IDENTIFIERS- *Three Dimensional Design; *Virtual Communities

This paper addresses some of the central questions currently related to 3-Dimensional Inhabited Virtual Worlds (3D-IVWs), their virtual interactions, and communication, drawing from the theory and methodology of sociology, interaction analysis, interpersonal communication, semiotics, cultural studies, and media studies. First, 3D-IVWs--seen as a new and unique form of multimedia--are introduced and the social construction of the 3D-IVW technology is briefly discussed. Second, a selection of the basic concepts and identifiable entities in 3D-IVWs is defined and commented upon; these include representation, virtual worlds, objects, actors, bots or autonomous agents, avatars, and human actors. Third, some of the strange digital creatures that currently inhabit 3D-IVWs in the form of cyber-hybrids are outlined, including Alife/digital Biota, characters using genetic algorithms, game characters, mask characters, virtual humans, and avatar/agents. Fourth, modes of interactivity and virtual interactions between human actors, designers-in-avatars, user-in-avatars, bots, and objects in the new Virtual Worlds are briefly presented and typologized. Finally, the changing Internet and the virtual futures of 3D-IVWs are reflected upon. (Contains 21 references.) (MES)

ED 448 693 IR 020 456

Kobsa, Alfred
Adapting Web Information to Disabled and Elderly Users.
SPONS. AGENCY- European Commission, Brussels (Belgium).
PUB DATE- 99

Creating Hybrid Instruction: A Lens for Defining Exemplary Teaching in Distance Learning.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Change; Computer Uses in Education; Cooperative Learning; *Distance Education; Higher Education; *Instructional Development; Military Personnel; Problem Based Learning; *Teacher Education; Teaching Methods; *Teaching Models; World Wide Web
IDENTIFIERS- Collaborative Learning; Old Dominion University VA; Web Based Instruction

The Military Career Transition Program (MCTP) at Old Dominion University (Virginia) is the primary alternative certification program for teacher licensure targeting military personnel who are transitioning into education careers. Beginning in the fall of 1998, the MCTP added distance learning to its existing course offerings at 5 of its 15 sites. These courses follow a hybrid instructional model that includes VTEL and World Wide Web assisted instruction. Broadcast instructors and instructional facilitators at each distance learning site are utilized to facilitate collaborative, problem-based learning. This paper describes the evolution of the MCTP distance learning effort and examines the progression of strategic decision making involving the issues of course integrity, exemplary instructional methodology, and student accountability. (Author/MES)

ED 448 715 IR 020 478

Fregona, Charl; Harris, Maureen; Kruger, Johann
The Barefoot Teacher on the Telematic Highway--Serving Rural Communities in Kwa Zulu Natal.
PUB DATE- 99
NOTE- 6p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Development; Community Health Services; Computer Uses in Education; *Distance Education; Educational Technology; Foreign Countries; Higher Education; Internet; Multimedia Instruction; Nursing Education; *Open Education
IDENTIFIERS- Course Development; South Africa (KwaZulu Natal)

The Department of Community Nursing and the Open Learning Centre of Technikon Natal (South Africa) and the community-owned Community Development Programme are collaborating to provide online learning to rural and urban community nurses. The project involves the development of a multimedia pharmacology course, a virtual Internet class, and the provision of information points (telecenters) in factories, rural police stations, refitted containers, and the like. This is a response to the acute need for training of community nurses operating under difficult conditions, with few resources, in primary health care settings in Kwa Zulu Natal (South Africa).

University is presented. (Contains 14 references.) (MES)

ED 448 737 IR 020 500

Tsuchitani, Makoto J.
The Multi-Site Course: Using Technology To Enable Global Course Offerings.
PUB DATE- 99
NOTE- 6p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Computer Uses in Education; *Distance Education; *Educational Technology; Foreign Countries; Higher Education; *International Programs; *Study Abroad; World Wide Web
IDENTIFIERS- Stanford University CA; *Technology Utilization; *Web Based Instruction

The Stanford University (California) Overseas Studies Program has offered students the opportunity to study abroad for the past 40 years. In the 1998-99 academic year, the program took its first step toward utilizing technology to offer its students multi-site courses--courses taught by a single faculty member with students participating from several overseas centers. This paper focuses on case studies presenting an analysis of the implementation of the multi-site courses during the 1998-99 academic year. Included in the case studies are background information on the Stanford Overseas Studies Program and its use of technology; a description of the courses; and an analysis of the courses, including a description of the courses structure and technology. The paper concludes with recommendations for others interested in offering similar courses. (Contains 14 references.) (MES)

ED 448 738 IR 020 501

Updike, Bradford; Hoadley, Michael R.
Copyright and the World-Wide Web.
PUB DATE- 99
NOTE- 6p.; In: WebNet 1999 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Copyrights; *Fair Use (Copyrights); Federal Legislation; Federal Regulation; *Legal Responsibility; *World Wide Web
IDENTIFIERS- *Web Sites

This paper discusses the aspects of copyright law pertinent to World Wide Web users. Topics addressed include: the purpose of copyright law; what can be copyrighted, including categories that do not qualify for copyright protection; notice of copyright; copyright infringement; and the factors that determine fair use, (purpose and character of use, nature of the copyrighted work, quality and quantity of the work used, and effect upon the potential market for the copyrighted work). The following Frequently Asked Questions (FAQs) about copyright integrates a traditional course plan designed for on-campus students with an online course plan designed for distance learning students. Based on innovative teaching and learning principles, the course encourages active participation in the construction of knowledge through student interaction and teamwork. Preliminary findings revealed that this framework was effective in promoting online collaborative sharing of information and engaging students in active construction of knowledge. It is concluded that successful implementations of such hybrid course designs depend on: the ability to structure the course in such a way that no group of students gets an added advantage or benefit; the ability to foster interaction between both face-to-face and distance learning students based on their ideas and stance on critical issues rather than physical proximity; and the ability to maintain focus on course content rather than the technology associated with the delivery of the course. (MES)

ED 448 759 IR 020 522

Ross, Arun; Owen, Charles B.; Vailaya, Aditya
Models for User Access Patterns on the Web: Semantic Content versus Access History.
PUB DATE- 00
NOTE- 7p.; In: WebNet 2000 World Conference on the WWW and Internet Proceedings (San Antonio, TX, October 30-November 4th, 2000); see IR 020 507. Figures contain very small font.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Cluster Analysis; *Cluster Grouping; *Information Retrieval; Mathematical Formulas; *Mathematical Models; *Semantics; User Needs (Information); World Wide Web
IDENTIFIERS- *Web Sites

This paper focuses on clustering a World Wide Web site (i.e., the 1998 World Cup Soccer site) into groups of documents that are predictive of future user accesses. Two approaches were developed and tested. The first approach uses semantic information inherent in the documents to facilitate the clustering process. User access history is then used to reorganize the clusters to better indicate access patterns. This method was found not to be an effective solution to the problem. Hence a second method based on hierarchical clustering of trail information was developed. This method is shown to be far more effective than the first method. (Contains 11 references.) (MES)

ED 448 760 IR 020 523

Swan, Karen; Shea, Peter; Fredericksen, Eric E.; Pickett, Alexandra M.; Pelz, William E.
Course Design Factors Influencing the Success of Online Learning.
PUB DATE- 00
NOTE- 7p.; In: WebNet 2000 World Conference on the WWW and Internet Proceedings (San Antonio, TX, October 30-November 4th, 2000); see IR 020 507.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Uses in Education; Constructivism (Learning); Discussion (Teaching

Programs; *Fathers; *Income; *Low Income Groups; National Programs; One Parent Family; Parent Child Relationship; Parent Responsibility; Unemployment
IDENTIFIERS- Impact Studies; *Noncustodial Parents

A study researched effects of the Parents' Fair Share (PFS) program on employment and earnings. In exchange for cooperation with the child support system, PFS offered services designed to help low-income noncustodial fathers (NCFs) find better and more stable jobs, become more involved and better parents, and pay support on a consistent basis. PFS effects were estimated for the full sample of fathers using data from the unemployment insurance (UI) system and for a subsample of fathers using data from a survey administered one year after entering PFS. Survey data described characteristics and circumstances of low-income fathers eligible for PFS. Results indicated that many fathers had unstable living arrangements; half did not complete high school; the majority had been arrested; a sizable proportion did not work in the year during which they were observed; and those who worked had fairly low earnings. UI and survey data presented PFS effects on fathers' employment and earnings. Findings were that PFS did not significantly increase employment or earnings during the two years after NCFs entered the project; it increased earnings among men who were "less employable"; and for more-employable men, PFS had little effect on average earnings and somewhat reduced employment among those in part-time, lower-wage jobs. (Appendixes contain survey response analysis, participation rate by sites, and 14 references.) (YLB)

ED 448 269   CE 081 003

Built To Work: A Common Framework for Skill Standards.
PUB DATE- 00
NOTE- 48p.; For a companion guide, see CE 081 004.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Adult Education; Educational Certificates; *Employment Potential; Job Analysis; *Job Skills; Labor Force Development; *National Standards; Performance Factors; Postsecondary Education; Productivity; Secondary Education; *Student Certification
IDENTIFIERS- *Common Framework for Skill Standards; *National Skill Standards Board

This guidebook provides an overview of the Common Framework for Skill Standards (CFSS) developed by the National Skill Standards Board (NSSB). It is designed for voluntary partnerships, convening groups, and anyone interested in learning more about how skill standards can increase the skills and productivity of American workers. A companion document is available separately. Chapter 1 defines skill standards and discusses the following: (1) their uses to stakeholders; (2) the importance of assessment and certification; (3) coordination; (4) role of voluntary partnerships; and (5) need for a common framework. Chapter 2 presents an overview of the CFSS, including the following: (1) three types of skill standards within an industry sector (core, concentration, and specialty); (2) portability of skills and certificates; and (3) certification (core plus certificates and specialty certificates). Chapter 3 looks at these two components of each skill standard: work-oriented and worker-oriented. It discusses

Benefits; Foreign Countries; *Health; *Health Promotion; Influences; Outcomes of Education; Self Esteem; Stress Variables; Volunteers
IDENTIFIERS- *England; Impact Studies

A study was conducted of active adult learners in England to determine what impact, if any, there has been on their health as a result of learning. Data were obtained through a questionnaire mailed to 2,000 persons and 750 groups nominated for an Adult Learners' Week Award during 1998 and 1999. Provisions were made for sight-impaired respondents. Participants were asked about the general benefits of learning; unanticipated benefits of learning; "dis-benefits" of learning; learning and physical health; learning and mental and emotional health; and key influences. Questionnaires were returned by 473 individuals and 47 groups. Respondents varied in age from their early 20s to two who were over 90; more than half the respondents were aged 40-60; 70 percent of respondents were female; 40 percent were employed; 34 percent were not employed; and 23 percent were retired. Key findings include the following: (1) the greatest benefits experienced from learning are confidence, new friends and contact with other people, direct health benefits, and new employment or volunteer work; (2) unexpected benefits include self-confidence, personal discoveries, insight into relationships with other people, improvements at work, and new employment; (3) "dis-benefits" reported included stress and mental ill health, lack of time, fatigue, and insufficient money; (4) 87 percent of respondents reported benefits to their physical health and 89 percent felt they had experienced positive emotional or mental health benefits from learning. (Contains 11 references.) (KC)

ED 448 287 CE 081 048

Learning To Learn. ARIS Information Sheet.
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Learning; Adults; Cognitive Processes; Learning Processes; *Learning Strategies; *Learning Theories; *Metacognition; Reflective Teaching; Study Skills; Teaching Methods; Thinking Skills
IDENTIFIERS- Reflective Thinking

Successful adult students employ strategies to learn, and effective adult education programs attend to the development of learning by enabling students to study learning processes in addition to content. Good learners have the ability to identify goals and the steps required to achieve them, identify the strengths of their own learning, actively engage in learning tasks collaboratively or independently, participate in a diverse range of educational methods, recognize learning styles and study techniques that are effective for themselves, and evaluate and make changes to their learning strategies as necessary. Translating these types of skills into the learning outcomes of any educational program is determined by the level of the class, the negotiated outcomes between the program participants and the teacher, and external constraints. Successful learning requires reflection during or after the people's thoughts, feelings, and actions on a day-to-day basis. Boyd's view of transformative learning is grounded in Carl Jung's concept of individuation, which is a process by which individual beings are formed and differentiated. The forces and dynamics associated with individuation are largely unconscious and manifest themselves, independently from the conscious ego, within the emotional, affective, and spiritual dimensions of our lives. Images play a central role in Boyd's notion of transformative education. Research and theory in depth psychology provides some ideas about how to work with the images that might arise within educational contexts. This process, referred to as the "imaginal method," involves describing, associating, amplifying, and animating the images in order to foster learners' insights into their own perceptions and motivations. Boyd's view of transformative learning invites us to embrace a more mytho-poetic understanding of education, to deepen our sense of its emotional and spiritual strength. (Contains 19 references.) (MN)

ED 448 306   CE 081 076

National Health Care Skill Standards.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 16p.; For a 1994 draft of the Standards, see ED 377 365.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Standards; Accountability; *Allied Health Occupations Education; *Basic Skills; Career Development; Career Education; Career Ladders; Career Planning; Communication Skills; Consortia; Cooperative Planning; Core Curriculum; Data Collection; *Education Work Relationship; Educational Benefits; Educational Objectives; Elementary Secondary Education; Employment Potential; *Employment Qualifications; Environmental Standards; Environmental Technicians; Equipment Utilization; Ethics; Evaluation Methods; Health Promotion; Health Services; Information Dissemination; Information Services; Integrated Curriculum; *Job Skills; Legal Responsibility; Measurement Equipment; Measurement Techniques; *N *National Health Care Skill Standards
IDENTIFIERS- *National Health Care Skill Standards

This document presents the National Health Care Skill Standards, which were developed by the National Consortium on Health Science and Technology and West Ed Regional Research Laboratory, in partnership with educators and health care employers. The document begins with an overview of the purpose and benefits of skill standards. Presented next are overviews of the following groups of core and cluster skill standards: (1) health care (academic foundation, communications, systems, employability, legal responsibility, ethics, safety practices, teamwork, health maintenance practices); (2) therapeutic/diagnostic (intra-team communication, monitoring client status, client interaction, client movement); (3) therapeutic (data collection, treatment planning, implementing procedures, client status evaluation); (4) diagnostic (planning, preparation, procedure, evaluation, reporting); (5) information services (analysis, abstracting and coding, information systems, documentation, operations); and (6) environmental services (operations, aseptic procedures, resource management, aesthetics). A health science career path is outlined and intended to assist health science and technology educators in implementing a contextual approach to linking academic curricula with career pathways that will

PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Information; Annotated Bibliographies; Career Education; *Career Information Systems; Career Planning; Data Analysis; Database Design; Federal Legislation; Information Dissemination; *Information Needs; Information Seeking; *Information Sources; *Information Utilization; Internet; Labor Force Development; Labor Market; Needs Assessment; *Occupational Information; Postsecondary Education; Secondary Education; World Wide Web
IDENTIFIERS- Workforce Investment Act 1998

To prepare young people and adults for labor market success, career-technical education (CTE) practitioners must know how to find and use work force information. Recent federal legislation, including the Workforce Investment Act of 1998, underscores the importance of work force education. The nationwide work force information system makes data on labor market conditions and trends accessible through analysis and delivery tailored to users' needs. For CTE, the following are key work force information uses: (1) helping students and parents make informed choices about secondary and postsecondary education and careers; and (2) helping practitioners and policymakers make decisions about programs, curriculum, and resource allocation and about improving linkages with employers. The following are among critical areas for improving the work force information system: (1) strengthening local data; (2) improving data quality, consistency, and timeliness; (3) filling key data gaps; (4) improving analysis and information delivery; and (5) obtaining customer feedback. To face the problems encountered in accessing and using work force information, CTE practitioners can use guidelines and standards developed by the National Career Development Association and the Association of Computer-Based Systems of Career Information. (An annotated list of six Internet sources and a list of five references are included.) (MN)

ED 448 322   CE 081 094

Sargent, John
The Digital Workforce: Update, August 2000 and The Digital Work Force: State Data & Rankings, September 2000.
PUB DATE- 00
NOTE- 18p.; August 2000 report is an update of "The Digital Work Force: Building Infotech Skills at the Speed of Innovation"; see ED 441 150.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Comparative Analysis; *Computer Science; *Demand Occupations; Education Work Relationship; *Employment Patterns; *Employment Projections; Employment Qualifications; Futures (of Society); *Information Technology; *Labor Needs; National Surveys; Statewide Planning; Tables (Data)
IDENTIFIERS- Bureau of Labor Statistics; Computer Occupations

The Office of Technology Policy analyzed Bureau of Labor Statistics' growth projections for the core occupational classifications of IT (information technology) workers to assess future demand in the United States. Classifications studied were computer engineers, systems analysts, computer programmers, database administrators, computer support specialists, and other computer scientists. The analysis indicates that there were 2,179,000 core IT workers in 1998 with projected growth to 3,891,000 by 2008. Additionally, the United States will need to replace 306,000 workers who are

Very Rapid Increase in Demand for Core Information Technology Workers Projected for the 1996-2006 Period. America's New Deficit: Update.
PUB DATE- 98
NOTE- 7p.; Update to "America's New Deficit..." see ED 412 360.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Computer Science; Computer Science Education; Computers; Data Processing; Electromechanical Technology; *Employment Projections; Higher Education; *Information Technology; Labor Force Development; *Labor Needs; Postsecondary Education; *Programmers; Systems Analysts; Vocational Education
IDENTIFIERS- Computer Occupations

The Office of Technology has analyzed Bureau of Labor Statistics's (BLS's) growth projections for the three core occupational classifications of information technology (IT) workers--computer scientists and engineers, systems analysts, and computer programmers--to assess future United States demand. BLS projections indicate that between 1996-2006, the U.S. will require more than 1.3 million new IT workers in these 3 occupations to fill newly created jobs and to replace workers who are leaving these fields. Of the 3 occupations, the largest growth in jobs is accounted for by systems analysts, with a projected increase of 103 percent compared to 14 percent for all occupations. The number of computer engineers and scientists is expected to grow by 114 percent, while the number of computer programmer positions is expected to grow at a slower rate of 23 percent. The service sector is expected to absorb the lion's share of all increases in core IT occupations. Certain industries are more IT worker intensive than others and would be more affected by tight IT labor markets. These markets are growing in their IT worker intensity. When IT worker intensity and size of IT workforce are taken together, the computer and data processing services industry stands out starkly as an industry with much at stake in the supply of IT workers. (Five figures and a list of facts about America's IT workforce are included.) (YLB)

ED 448 339 CE 081 125

Fox, Roger; McGinn, Kathy
The Financing of Vocational Education and Training in Ireland. Financing Portrait. CEDEFOP Panorama.
PUB DATE- 00
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Apprenticeships; Developed Nations; *Disadvantaged; *Educational Finance; Employment Services; Federal Aid; Foreign Countries; Government Role; Higher Education; *Job Training; Postsecondary Education; Secondary Education; *Unemployment; *Vocational Education
IDENTIFIERS- *Ireland

In Ireland, funding of vocational education and training (VET) has been affected by economic change, changes in government vocational training policy, and legislation. Expenditure on initial VET is considerable and has been growing as young people stay longer at second-level school and a greater skill standards for 23 tasks typically performed by workers involved in mechanical drafting. Each skill standard statement contains the following components: (1) the actual skill standard (including the conditions of performance, work to be performed, and performance criteria); (2) performance elements and assessment criteria; and (3) a recommended assessment and credentialing approach. The following are among the tasks for which skill standards are provided: measure using scales; draw geometric constructions; reference information from available sources; create a computer-aided drafting (CAD) model; and analyze CAD models. The following items are appended: glossary; list of Illinois Occupational Skill Standards and Credentialing Council members; list of Transportation, Distribution, and Logistics Subcouncil members; list of Mechanical Drafting Cluster Standards Development Committee members; Transportation, Distribution, and Logistics Subcouncil Mechanical Drafting Cluster skill standards recognition proposal; and list of necessary workplace skills. (MN)

ED 448 356   CE 081 167

Illinois Occupational Skill Standards: Row Crop Production Cluster.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 00
NOTE- 98p.; For other skill standards, see CE 080 474-492 and CE 081 161-166.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Advisory Committees; *Agricultural Education; *Agricultural Occupations; Agricultural Production; Agricultural Skills; Behavioral Objectives; Competence; Competency Based Education; Definitions; Education Work Relationship; Educational Benefits; Educational Needs; Educational Objectives; Employment Potential; Employment Qualifications; Equipment Utilization; Evaluation Criteria; Field Crops; Glossaries; Guidelines; Job Performance; Job Skills; Job Training; Labor Force Development; Models; Occupational Clusters; *Performance Based Assessment; Postsecondary Education; Program Guides; Secondary Education; *State Standards; Statewide Planning; Student Certification; *Student *Illinois
IDENTIFIERS- *Illinois

This document, which is intended as a guide for work force preparation program providers, details the Illinois occupational skill standards for programs preparing students for employment in occupations in the row crop production cluster. The document begins with a brief overview of the Illinois perspective on occupational skill standards and credentialing, the process used to develop the skill standards, and assumptions underlying the standards. Presented next are skill standards for 36 tasks typically performed by workers involved in row crop production. Each skill standard statement contains the following components: (1) the actual skill standard (including the conditions of performance, work to be performed, and performance criteria); (2) performance elements and assessment criteria; and (3) a recommended assessment and credentialing approach. The following are among the tasks for which skill standards are provided: follow accident/emergency procedures; operate equipment; repair equipment in the field;

principles are applied to create unique ones for each person in therapy. Part 3 contains articles by 51 therapists concerning their therapy techniques. Their approaches represent: assertiveness; Rational Emotive Behavior Therapy (REBT); Cognitive Behavior Therapy (CBT); Gestalt Therapy; transactional analysis; marriage and family therapy; neurolinguistic programming, multicultural counseling; brief strategic solution-oriented therapy; a developmentalist perspective; and rational self-counseling. Part 4 discusses homework in counseling. Part 5 includes recommendations for implementing counseling and therapy homework assignments. Each chapter presents biographical information on the therapist, a list of their other works, and the population for whom their suggestions would be most helpful. References are included with individual chapters. (JDM)

ED 448 377 CG 030 551

Bateman, Anthony; Brown, Dennis; Pedder, Jonathan
Introduction to Psychotherapy: An Outline of Psychodynamic Principles and Practice. Third Edition.
PUB DATE- 00
NOTE- 265p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Anxiety; *Cognitive Restructuring; Conflict; Counseling; *Counseling Theories; Counselor Client Relationship; Family Counseling; Group Therapy; Psychiatry; *Psychotherapy; *Theory Practice Relationship
IDENTIFIERS- Solution Focused Brief Therapy

This is a reference book for trainee psychotherapists, psychiatrists, and other professionals. The third edition has added recent changes in psychotherapy theory, practice, and research. Different forms of psychotherapy are integrated without an emphasis on one particular theory. Many of the recent therapies owe their basic ideas to some aspect of psychoanalytic theory and practice. Behavior therapy has largely given way to cognitive-behavioral therapy (CBT). There have been further developments in other therapies such as interpersonal psychotherapy, cognitive analytical therapy, and conversational therapy, which grew out of a need for brief forms of therapy. Changes in emphasis of modern understanding of therapeutic relationships are reflected, along with recognition of changes in society and patterns of individual relationship with others. Consideration is given to current issues such as the proliferation of counseling, the recovered memory controversy, and the increasing influence of attachment theory in therapy and research. Part 1, concerning psychodynamic principles, includes sections on: conflict; anxiety; defense mechanisms; developmental phases; and therapeutic relationships. Part 2, pertaining to psychodynamic practice, includes articles on: elements and levels of psychotherapy; group, family, and couple therapy; outcomes; and research. Appendix A presents a description of training and roles of some professionals in the field. (Contains 5 tables; 11 figures; and over 500 references.) (JDM)

ED 448 378 CG 030 568

DeLucia-Waack, Janice L.

NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Psychology; Counselor Client Relationship; *Counselor Training; Course Content; Higher Education; Intervention; Legal Problems; Models; Prevention; *Suicide
IDENTIFIERS- Suicide Prevention

Training in suicide prevention, intervention, and postvention is lacking in most counseling psychology training programs despite the likelihood of trainees encountering suicidal individuals in their careers. Part of the reluctance to address this issue may be due to the potential problems of incorporating training into existing counseling programs and deciding whether it should be part of an existing class or added as an additional class. Arguments for the inclusion of training are provided as well as suggestions for implementing these changes. Another concern of working with suicidal patients is the fear of legal repercussions. Training needs to address ethical issues, such as confidentiality and competence. A training model is described which includes crisis management courses and practicum experiences related to working with suicidal clients. (JDM)

ED 446 398 CG 030 612

Leblanc, R.; Leroux, J.; Laveault, D.; Oliver, L.; Shaffer, D.
Self-Regulated Learning in Early Adolescence: A Qualitative Analysis.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Adolescents; Elementary School Students; Grade 6; Grade 7; Grade 8; Intermediate Grades; Junior High School Students; Junior High Schools; *Planning; Self Evaluation (Individuals); Self Motivation; *Student Motivation; Student Surveys; *Task Analysis

Motivation orientation, planning, and self-evaluation strategies were examined in 25 students in grades 6 through 8. The students' answers to the surveys were audiotaped, transcribed, and analyzed. Recurrent themes were identified and were chosen for examples that most reflected students' ideas and strategies. On the issue of motivation, the importance of doing well evoked both external and internal reasons for the students. For questions concerning planning, it was found that participants attempted to faithfully follow their teachers' task demands. Self evaluation was gauged by the degree of help anticipated or sought during an activity and the degree of confidence felt about the outcomes of each activity. The results showed that participants expressed themselves more spontaneously before doing an academic task. After completing the task, they were more reluctant to discuss their beliefs about the task-at-hand. The second significant implication concerned the methodological strategies of probing the before

Technology Integration

This paper takes a look at some recent studies on utilization of technical tools, primarily personal computers and software, for improving fifth-grade students' reading comprehension. Specifically, the paper asks what benefits an educator can expect students to derive from closed-captioning and computer-assisted reading comprehension products. It reviews the relevant literature on closed-captioning video, on computer assisted instruction, and on computer assisted assessment, and discusses each technological tool in turn. The paper finds that: closed-captioning appears to hold some benefit for students' reading comprehension, particularly when it is paced appropriately to the learners; studies on computer-assisted instruction are yielding mixed to positive comprehension results; and computerized comprehension assessment tools offer flexibility and autonomy to the student and management tools to the teacher. It concludes that it appears that a coincidental aspect of all of these methods is that they are utilizing multiple modalities and allowing for self-directed study. (NKA)

ED 448 417 CS 014 186

Johnston, Jennifer
Examination of Effective Teaching Methods with the Purpose of Motivating Children To Learn How To Read.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; *Classroom Techniques; Instructional Effectiveness; *Learning Motivation; Phonics; Primary Education; *Student Motivation; *Teaching Methods; Whole Language Approach
IDENTIFIERS- Student Engagement

Methods used for teaching children to read could be the whole language approach, or the phonics approach, or maybe a balance of both. This paper is a discussion of appropriate and effective teaching practices through interesting methods such as music, the use of culturally diverse materials, and the role of toys and television as they relate to reading. The paper begins with a review of the literature on teaching methods in reading and then discusses each practice in turn. It suggests that teachers, whether they opt for phonics or whole language or a combination of both, need to use a variety of classroom practices to engage students in beginning reading. (NKA)

ED 448 418 CS 014 187

Ginsberg, Amy
And the War Continues... Phonics vs. Sight-Reading.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; *Decoding (Reading); Literature Reviews; Phonics; Primary Education; *Reading Instruction; *Sight Method
IDENTIFIERS- *Educational Issues

An intense debate exists around the most beneficial and successful method for teaching young children how to read. On service agencies, and others to strengthen early learning? (RS)

ED 448 437 CS 217 118

Peacock, Molly
How To Read a Poem...and Start a Poetry Circle.
PUB DATE- 99
NOTE- 209p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Creative Writing; *Literature Appreciation; *Poetry; Self Concept
IDENTIFIERS- Book Clubs

Written to take the reader on a passionate, intuitive journey into the "deliciously bewitching" world of poetry, this book centers around a group of poems the author calls her "talismans," objects that give her a special hold on life. Arguing that such poems can illumine the paths of existence itself, the author invites readers into the worlds these poems conjure, the interior world of the poet, and into one's own interior life. Each of the book's 15 chapters introduces one or two of the author's "talisman" poems, telling the story of how it came to be so, and showing some of the many ways readers can enter a poem and understand it. The final chapter describes how to form poetry circles, providing readers with the means and the motivation to begin the rich and rewarding search for talismans of their own. The book's chapters are as follows: (1) "The Letter O...Talismans...Teachers...A Calling...And Friends"; (2) "The Three Systems of a Poem"; (3) "A Comfort Poem: 'Let Evening Come' by Jane Kenyon"; (4) "A Queen Sends an SOS: 'Wulf and Eadwacer' by an Anonymous Woman of the Middle Ages"; (5) "Self-Portraits: 'Women's Locker Room' by Marilyn Nelson and 'I Am' by John Clare"; (6) "Melancholy Deluxe: 'No Worst, There Is None' by Gerard Manley Hopkins"; (7) "Woman on a Quest: 'Question' by May Swenson"; (8) "Sex Behind a Jeweled Curtain: 'To the Tune 'Cutting a Flowering Plum Branch'' by Li Ch'ing-chao"; (9) "A Bedtime Story: 'Talking in Bed' by Philip Larkin"; (10) "Letters from Two Fathers: 'My Father's Loveletters' by Yusef Komunyakaa and 'Letters & Other Worlds' by Michael Ondaatje"; (11) "Taking a Bite: 'Asparagus' by Margaret Atwood"; (12) "Joy: 'Filling Station' by Elizabeth Bishop"; (13) "The Shimmering Verge: A Coda. 'The Fare' by Molly Peacock"; (14) "How To Start a Poetry Circle"; and (15) "Picks for Poetry Circles." (SR)

ED 448 438 CS 217 128

Robinson, Richard D., Ed.; McKenna, Michael C., Ed.; Wedman, Judy M., Ed.
Issues and Trends in Literacy Education. Second Edition.
PUB DATE- 00
NOTE- 342p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Early Intervention; Elementary Education; Emergent Literacy; Multicultural Education; Phonics; Reading Achievement; *Reading Instruction; Spelling; *Student Evaluation; *Writing Instruction

and students and discusses online classes offered over the Internet, especially college/university composition classes. The paper outlines and describes some online composition classes offered at Rogers State University in Oklahoma. It provides extensive illustrations to help explain the system and to show the possibilities for creating an online writing community in which the teaching/learning community develops and interacts much as that community would function on site. Contains numerous screen captures of Web sites. (Contains 26 references.) (NKA)

ED 448 458 CS 217 334

White, Maureen; Link, Susan
Is It German? Is It French? Is It Dutch? Trends in Translated Children's Books from Other Languages into English, 1990-1995.
SPONS. AGENCY- Emporia State Univ., KS. School of Library and Information Management.
PUB DATE- 95
NOTE- 12p.; Paper presented at the Annual Conference of Librarians in International Development (5th, Kansas City, MO, May 1, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; Cross Cultural Studies; *Literary Genres; Publishing Industry; *Reading Materials; Trend Analysis
IDENTIFIERS- *Literature in Translation; *Trade Books

A study analyzed successful translated children's books in terms of common characteristics, patterns and trends. Data were obtained and analyzed in terms of original languages, genres, subjects, formats, illustrators, authors, publishers, and translators. Plans are to replicate this study in the future, but questions to be addressed at this juncture include: What languages are represented in the identified translated children's books? What are the genres of these books? What concentrations of subject areas are observed? and What possible trends are seen in the collected data from the identified books? Books used in the study were reviewed in major journals and published between 1990-1995. Languages (n=25) represented ranged from Afrikaans to Yiddish in the 308 translated books. Major languages of translation were German, French, Swedish, and Japanese. Books from these languages represented 67% of the total identified translations. Genres most frequently identified in the selected books were fiction, information books, and fairy tale and folklore literature. Popular subject areas were: animals, family life, friendship, and folk tales. The following trends were noted: (1) an increase in publication of translated picture books; (2) an increase in publication of Japanese translations; (3) an unusual increase in translated poetry books in 1992; (4) an increase in information books in series, especially from French; and (5) an increase in the number of books published in unusual formats. (Contains 4 tables and 14 references; cites 6 children's books.) (NKA)

ED 448 459 CS 217 340

Smith, Carl B.
Gotcha, Grandpa! More Letters to Grandchildren.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01

Research.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150).
DESCRIPTORS- *Debate; Higher Education; Literature Reviews; *Research Needs; *Scholarship
IDENTIFIERS- *Research Quality; Research Suggestions

This paper surveys forensics research broadly over the last 26 years and argues for research that more comprehensively accounts for forensics in its full range of activity. Forensics research has historically tended to focus on one area of competition. The paper argues for more research that conceptualizes the activity across these practices and for research that may benefit programs that do more than one kind of forensics activity. Research in forensics has also been characterized by some authors as lacking to some degree in quality. These authors note that lack of solid research hurts programs' chances for increased funding and other necessities since administrators have been characterized as an audience most likely to be persuaded by solid quantitative research. The paper argues along with these authors for higher quality in forensics research relative to other kinds of research, contending that this must begin with more complete basic research. Without discounting the work of scholars over the last 26 years, the paper calls for a higher standard of research which more closely follows research norms of the academe at large. Contains 24 references. (Author/NKA)

ED 448 482 CS 510 479

Baesler, E. James
Teaching Prayer: Pilot Survey of Academic Courses on Personal Prayer.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Catholic Schools; *Church Related Colleges; Course Descriptions; Educational Research; Higher Education; *Internet; Online Searching; *Religious Education; School Surveys; Spirituality
IDENTIFIERS- *Prayer; Research Suggestions

The practical concerns of an individual interested in learning about prayer in an academic context are interconnected with the practical concerns about teaching an academic course on prayer. A pilot study proposed to investigate and evaluate the context and content of academic courses on personal prayer from the perspective of teaching prayer, asking what proportion of institutions of higher education offer courses on prayer, in which department, and on what level. The search was limited to the Christian faith, and in particular to private colleges and universities of the Catholic denomination. An online Internet search yielded a sample of 126 Catholic colleges/universities.

emerging history. The document suggests some discussion topics (contexts to maintain, organization, and teaching and learning) and offers tips on room set-up and organizing the group. (RJM)

ED 448 501   EA 030 760

School Matters: Images for Reflecting and Planning.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Assessment; *Educational Planning; Elementary Secondary Education; *Long Range Planning; Strategic Planning

This document describes ways to facilitate reflection and planning in challenging areas of school reform. It outlines a process, "image-making," that is based on research conducted with high-poverty schools that made substantial reforms over time. Image-making helps initiate thoughtful dialogue among adults in the school community by using metaphors and visual images to bring to the forefront and make visible those experiences, feelings, beliefs, and attitudes that often have no forum for expression and dialogue. Such reflection can help group members understand how different members of the school community perceive important aspects of a school and can provide the language for talking about sensitive issues that people might not feel free to discuss. The guidelines include questions to help a community determine whether it is ready for such reflection and to offer detailed tips on preparing for small-group discussion. A seven-step imaging process is described that includes an overview, laying the ground rules, posing the question and creating the individual images, sharing images within the small group, creating the group images, wrapping up group image discussion, and identifying impacts on the school. An appendix provides three examples of how creating a group image can unfold. (RJM)

ED 448 502   EA 030 761

Orsburn, Colleen
Discussing Reform: Tools for Facilitating a Focus Group.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Change; *Educational Planning; Elementary Secondary Education; *Focus Groups; Long Range Planning; Research Tools; *Strategic Planning

This booklet offers strategies for leading small groups as they investigate the status of school reform. The tools described were used in the collection of information from focus groups in New York, Massachusetts, and Vermont. Some of the groups were reproduces a video on the role that AP courses can play in students' lives and features presentations by Lee Jones, Executive Director for the Advanced Placement Program at the College Board; Lorraine Munroe, Executive Director of the School Leadership Academy at the Center for Educational Innovation in New York; and two graduates of AP programs. The document focuses on the importance of preparing children early for AP programs, as early as pre-K, and how educators get what they assume from children. It looks at the successes that come when expectations are set high and when well-trained teachers are put in place to teach children. The document also relates the personal stories of students who took advantage of AP courses and were able to parlay these courses into advanced college credit and successful careers. The transcript includes an index. (RJM)

ED 448 522   EA 030 795

A Forum To Expand Advanced Placement Opportunities: Increasing Access and Improving Preparation in High Schools. Strategies To Overcome Challenges in Rural and Small Schools. Transcript of Proceedings (Washington, D.C., February 11, 2000).
PUB DATE- 00
NOTE- 98p.; Transcript was produced from a tape recording. For other transcripts of the proceedings, see EA 030 792-796.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Advanced Courses; *Advanced Placement; Change Strategies; College Preparation; Curriculum Development; Educational Improvement; Educational Opportunities; Excellence in Education; High Schools; Rural Schools; *Secondary School Curriculum; Small Schools

This transcript reproduces a Department of Education/College Board sponsored discussion on ways to expand advanced placement (AP) opportunities in high schools. The deliberations opened with a presentation by Phil Chavez, an assistant principal in San Antonio, Texas, who outlined the genesis and development of the AP program in his predominantly Hispanic high school. He discussed the importance of interschool collaboration, the use of vertical teams, and the need to train teachers for these courses. The next speaker, Rex Bolinger, a high-school principal in Angola, Indiana, described the origins of his school's academic excellence and the emphasis on partnerships, technology, and AP courses. He detailed collaborative efforts with the local university and the need to include other schools in the community in AP programs. Next, Bob Moses, Director of the Algebra Project, discussed the Young People's Project, an initiative that turned Mississippi's middle-school students into leaders. He also described the Algebra Project and how it motivates middle-school students to prepare for high school. The final speaker, Diana Kraus, an AP English teacher at a high school in Tomson, Maine, described the need to teach students study skills and the importance of a supportive program. (RJM)

ED 448 523   EA 030 796

A Forum To Expand Advanced Placement Opportunities: Increasing Access and Improving Preparation in High Schools. Transcript of Proceedings (Washington, D.C., February 11, 2000).
PUB DATE- 00
NOTE- 231p.; Transcript was produced from a tape recording. For other transcripts of the proceedings, see EA 030 792-795.
LANGUAGE- English

Elderly Norwegian Population" (Else Marie Svingen); (24) "A Programme in Northern Ireland" (Richard Devlin); and (25) "Elderly Deafblindness Closing Session" (Marjanna Suosalmi and Malcolm Matthews). (CR)

ED 448 542 EC 308 156

Taylor, George
Parental Involvement: A Practical Guide for Collaboration and Teamwork for Students with Disabilities.
PUB DATE- 00
NOTE- 187p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Confidentiality; Counseling Techniques; Cultural Awareness; *Disabilities; Educational Legislation; Elementary Secondary Education; *Family Involvement; *Federal Legislation; Inclusive Schools; Learning Activities; Models; Parent Child Relationship; Parent Education; Parent Participation; Parent Rights; *Parent School Relationship; *Parent Teacher Cooperation; Parenting Skills; *Teamwork
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997

Considerable attention has been given to parental involvement in education in the last decade, and the movement has empowered parents and given them a moral and legal right to be involved as partners with the schools and community agencies in the education of their children. This text provides a collaborative model which parents, teachers, and community agencies may employ to meet the needs of children with disabilities. Specific activities and intervention strategies provide an approach for parents and teachers to develop programs jointly. Major topics include a systems perspective of human development, parenting skills with recommended strategies, the importance of parental reactions to their children with disabilities, the need for parent counseling, the effect of federal legislation on parental involvement, techniques for improving parental involvement, promoting cultural awareness, innovative ways of jointly sharing information and ensuring confidentiality, reporting progress to parents, strategies for improving collaboration between parents and schools, parental perceptions of inclusion, and projections on parental involvement in the future. In addition, appendices include a list of relevant national service organizations and an overview and a list of readings on the Individuals with Disabilities Education Act (IDEA) of 1997. (CR)

ED 448 543 EC 308 157

Child Development and Behavior Branch (NICHD) Report to the NACHHD Council.
SPONS. AGENCY- Department of Health and Human Services, Washington, DC.
PUB DATE- 00
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingualism; Biological Influences; *Child Development; Cognitive Development; Cognitive Processes; Elementary Secondary Education; *Environmental Influences;

strategies for solving problems that parents may have. The booklet closes with a worksheet for parents. (CR)

ED 448 561 EC 308 176

Cognard, Anne; Bednar, Robert; Roweton, Bill; Ward, Noreen; Wells, Linda; Zweifel, Deanna
Procedures for the Identification of High-Ability Learners Manual.
PUB DATE- 00
NOTE- 114p.; Cover page title varies.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Ability Identification; *Classroom Observation Techniques; Disabilities; Disadvantaged Youth; Educational Philosophy; Elementary Secondary Education; Evaluation Methods; Females; *Gifted; *Minority Group Children; *Student Evaluation; *Talent Development
IDENTIFIERS- *Nebraska

This manual is designed to assist Nebraska school districts in identifying high-ability students. Chapter 1, "Philosophy Regarding High-Ability Learners," explores characteristics of high-ability learners, the unique needs of high-ability learners, roadblocks to meeting student needs, the need for staff development, the importance of school climate, identification of student needs in the classroom, recognizing leadership potential in gifted students, and promoting intellectual development. Chapter 2, "Identification of High-Ability Learners," discusses available means for identification of high-ability learners and how a school district can use its resources within classrooms to help identify high-ability learners. Chapter 3, "Identification Procedures for High-Ability Learners: Applications for Underserved Populations," takes the approaches suggested in the previous chapter and applies them to underserved populations, particularly minority students, limited-English-proficient students, females, rural students, students with disabilities, socioeconomically disadvantaged students, and students with creative and artistic talents rather than academic talents. The final chapter, "Evaluation of the Identification Process," summarizes principles in identification and helps schools and districts evaluate their effectiveness in identifying students as high-ability learners and in staff development in the use of identification procedures. Appendices include identification forms and forms for evaluating identification procedures. (Contains 53 references.) (CR)

ED 448 562 EC 308 177

Auld, Corrine; Brown, Jane; Duffy, Mary; Falter, Nancy; Hammond, Tom; Jensen, Dennis; Schlager, Carolyn; Senseney, Alice; Ward, Noreen
Promising Curriculum and Instructional Practices for High-Ability Learners Manual.
PUB DATE- 00
NOTE- 145p.; Cover page title varies. Writing team leader was Mary Duffy. Manual is also intended for teams that include school board members, administrators, counselors, and community members.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.

LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Administrators; Elementary Secondary Education; *Interior Space; *Public Schools; School Construction; School District Wealth; *School Space; *Standards; Surveys
IDENTIFIERS- *Texas

This study provides space standards for selected academic areas in order to guide Texas officials in their funding allocations during school construction. It examines the relationship between the recommendations of chief executive officers (CEOs) from school districts of differing levels of wealth and various enrollments as well as the relationships between the recommendations of the CEOs of school districts and recognized researchers in the field of educational facilities. The data indicate an absence of statistical differences between practitioners' perceptions of space adequacy regardless of school district wealth. Analysis further suggests that enrollment is not a major factor in the concept of educational space adequacy. Based on the findings, a recommendation of standards to guide the construction of educational facilities is provided. Appendices provide the survey population, copies of survey letters and the Commissioner's letter, and the survey form. (Contains 47 references.) (GR)

ED 448 582 EF 005 828

Liska, Roger William
The Development of a Systematic Process for Enhancing the Awareness of the Potential for Indoor Air Pollution in Schools.
PUB DATE- 88
NOTE- 445p.; Ph.D. Dissertation, University of Georgia.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Administrators; *Air Pollution; Educational Environment; Elementary Secondary Education; *Prevention; *Public Schools; School Maintenance
IDENTIFIERS- *Indoor Air Quality; South Carolina

This paper developed methodology to assist school principals in determining the existence of potential indoor air pollution problems and how to alleviate them, as well as a procedure for pollution prevention. Site visits were conducted on 10 South Carolina elementary schools: five with high potential for indoor air pollution; five with low potential. Site visits revealed the principals of all 10 schools had little knowledge about indoor air pollution problems, and little understanding of the operation and maintenance of their buildings and support systems. Study findings suggest that only when principals become aware of the causes of air pollution, the problems it can create, and its prevention, should they get involved in the diagnostic, alleviation or prevention activities. The study isolates climate control and ventilation as two primary areas of concern which need to be addressed to avoid wasting time and resources. Proper maintenance was found to be the best preventive activity for indoor air pollution problems, and the one most often cut during budgetary restrictions. Appendices provide the survey form used in the study, copies of correspondence, and the manual entitled, "The Diagnosis, Alleviation, and Prevention of Indoor Air Pollution in School Buildings: A Manual for School Administrators." (Contains 82 references.) (GR)

ED 448 583 EF 005 831

SPONS. AGENCY- Taiwan National Science Council, Taipei.
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Audiotape Recordings; *Audiovisual Instruction; College Students; Comparative Analysis; *English (Second Language); *Feedback; Foreign Countries; Higher Education; Participant Observation; Questionnaires; Second Language Instruction; Second Language Learning; Teacher Researchers; Teaching Methods; *Writing (Composition); *Writing Instruction; *Written Language

This study compares the effectiveness of audio-taped feedback (ATF) with traditional written feedback (WF). Its focus is on the ATF and WF provided to 23 college sophomore English majors at a Taiwan university. Students were also asked at the end of the academic year to evaluate and compare both ATF and WF from their perspective. It is concluded that both the combined and ATF methods were much more efficient than the WF-only method in terms of the quantity of feedback. In addition, the students viewed ATF more favorably than WF. Findings from this study argue strongly for the use of ATF over WF. It is preferred by students and is more efficient in terms of the teachers' time. When using ATF, the teacher seemed to discuss writing problems more thoroughly and provided more detail than when using WF. (Contains 20 references.) (KFT)

ED 448 605 FL 026 539

Piron, Claude
Linguistic Communication: A Comparative Field Study. Esperanto Document 46A.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Artificial Languages; Charts; *Esperanto; Global Approach; Interpretive Skills; *Operations Research; Second Language Instruction; Second Language Learning; *Translation

This paper explores the various options available for dealing with the demands and costs of communication in a world of many languages. Globalization has increased the demand for language services necessary to accomplish effective communication. It is argued that the day is not far off when the complications, costs, and inequalities of language use and ineffective language teaching will cross the threshold of what society can tolerate. The paper explores the best and most cost effective and efficient way, applying the lessons of operations research, to cope with this growing problem. The four options for dealing with this communications problem are laid out and discussed. They include the following: the UN system, using only a few languages; the multinational corporation option, using only one language; the European Union solution, using all languages; the interethnic language solution, using a language that has never been the language of any people, such as Swahili or Esperanto. These 4 systems are evaluated according to 12 criteria, such as duration of necessary language study; prior investment by governments; inequality and discrimination; language costs of meetings and document production; waiting time for document production, loss and distortion of information during translations, and others. It is concluded that Esperanto is by

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Awards; Educational Finance; *Grants; *Higher Education; Program Descriptions; *Program Effectiveness; *Status; *Student Financial Aid
IDENTIFIERS- National Postsecondary Student Aid Study; *Pell Grant Program

This report provides a comprehensive picture of the history and current state of the Pell Grant program. Using data from various federal sources, notably the Pell Grant program annual reports and the National Postsecondary Student Aid Study, the report tracks key indicators of the growth and distribution of Pell Grants over the program's history and describes how these grants fit into the overall college financing scheme of low-income students. Since 1973, the Pell Grant program has grown to provide a projected $8 billion in assistance to almost 4 million students, or a quarter of the undergraduate population in academic year 2000-2001. Expenditures for the Pell Grant program increased by 75% in inflation-adjusted terms between 1976-1977 and 1998-1999, although the maximum grant covers a smaller percentage of a student's total costs. The total number of institutions participating in the Pell Grant program is the same today as in 1980, but the mix of institutions has changed, with more public institutions and fewer private, nonprofit institutions participating in the program. Students who attend college on a full-time basis are more likely to receive Pell Grants than other undergraduates. One in five Pell Grant recipients received no other aid, but the rest were awarded some combination of grants, loans, and work-study in addition to the Pell Grant. The Pell Grant program remains the largest single grant program in the Untied States. (Contains 7 tables and 24 figures.) (SLD)

ED 448 628 HE 033 637

Langdon, Andrew; Peterburs, Jason; Anders, Katie; Steinpreis, Rhea
Do Students and Faculty See Their Interaction Similarly?
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; *College Faculty; College Students; Higher Education; Peer Evaluation; *Sex Bias; Student Attitudes; *Student Evaluation of Teacher Performance; *Teacher Attitudes

Whether or not a sex bias existed in the evaluation of male and female college professors was studied using computer-generated vignettes describing professors. A total of 196 subjects participated in this experiment, 155 of whom were undergraduate students. The remaining 51 were psychology professors. Subjects read the vignettes, rated the professor's behavior on a Likert scale, and wrote responses about the professor's behavior. There were no significant differences in the way either the student or faculty subjects evaluated the behavior of the faculty in any of the vignettes, and students and faculty did not differ in the level of acceptability/unacceptability ratings used to evaluate the professors in any of the

(Cynthia Cherrey and Kathleen Allen); (6) "Using Postmodern Feminism To Reconceptualize 'Citizenship'" (Lori E. Varlotta); (7) "Developing an Interdisciplinary Doctoral Program in Leadership Studies" (Mark T. Green, Jacquelyn Alexander, and Ray Boryczka); (8) "Miami's Leadership Commitment" (Dennis S. Roberts); (9) "Spheres of Confluence: Non-Hierarchical Leadership in Action" (David C. Robertson and Bryan J. Lubic); (10) "The Peer-to-Peer Context" (Sunshine B. Martin); (11) "Common Cause: Different Routes" (Cynthia Cherrey, Judi Biggs Garbuio, and Rachel Isgar); (12) "Learning and Leading: A Class Project Provides Context" (Nancy S. Huber); (13) "Service, Spirituality, and Social Change" (Diane Bischetti); (14) "Designing Experiential Training Sessions for the Social Change Model of Leadership Development" (Emily A. Langdon and Nancy B. Mathias); (15) "Emerging Leaders; Leadership Development from a Community College Perspective" (Heather Anderson, Paul Dale, James Rubin, Cindy Shoenhair, and Shelle Witten); (16) "Non-Hierarchical Leadership in Action: Creating Change on Our College Campus" (Tammera J. Klumpyan and Emily A. Langdon); (17) "Overcoming Resistance to Change in Higher Education" (Mary Liscinsky, Christopher S. Chambers, and Christopher R. Foley); (18) "The Advent of Leadership Development in the UCLA International Student Orientation Program" (Mariana Zavala-Corzo); (19) "Intercultural Leadership: A Program Model for Students in Higher Education" (Daniel C. Adams and Patricia M. Aqui); (20) "Transforming Communities: Students Dialoguing across Racial and Ethnic Boundaries" (Wayne R. Millette and Roger Fisher); (21) "The Lavender Leader: An Inqueery into Lesbian, Gay, Bisexual, and Transgender Student Leadership" (Ronni Sanlo); (22) "Developing Citizenship through Assessment: A Participatory Model for Guiding Learning and Leadership" (Christine M. Cress); and (23) "Assessing Non-Hierarchical Leadership" (Tracy M. Tyree). (Each chapter contains references.) (SLD)

ED 448 650 HE 033 659

Curtis, Pinsent
Student Accommodation Projects: A Guide to PFI Contracts. Good Practice.
SPONS. AGENCY- Department for Education and Employment, London (England).
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Housing; *Educational Facilities; Educational Finance; Financial Support; Foreign Countries; Higher Education; *Partnerships in Education; Program Development; Program Implementation
IDENTIFIERS- *England

This guide is intended for higher education institutions in England that are about to embark on student residential accommodation projects. It focuses on procurements under the Private Financial Initiative (PFI), a form of Public Private Partnership in the United Kingdom, but other approaches are considered. The guide draws on good practices from some arrangements that have already been made. The guide begins by setting out the background to PFI and then looks at the relationship between risk transfer and value for money. It

Student Eligibility and Participation in the University of California: Ya Basta! Report Number Five" (the Latino Eligibility Task Force); (9) "The Princeton Review of Orange County and Riverside" (The Princeton Review); (10) fact sheets and information from FairTest, the National Center for Fair & Open Testing; (11) a collection of supplemental materials related to the use of college admissions examinations, including some court case descriptions; and (12) a collection of news articles related to test use. (SLD)

ED 448 672 HE 033 683

Validating Standardized Testing: The Role of the SAT and ACT in Undergraduate Admissions. Hearing before the California Legislature, Senate Select Committee on Higher Education Admissions and Outreach, Sacramento, California, February 5, 1998 .

PUB DATE- 98

NOTE- 171p.; Select Committee chair, Senator Teresa P. Hughes. For the supporting document containing background information for the hearing, see HE 033 682.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Admission (School); College Applicants; *College Entrance Examinations; High School Students; High Schools; Legislators; Public Colleges; *Standardized Tests; State Legislation; *Test Use

IDENTIFIERS- *ACT Assessment; California; California State University; *Scholastic Assessment Tests; University of California

This report contains testimony and materials presented at the California Senate Select Committee on Higher Education Admissions and Outreach hearing, February 1998, held to examine the role of the Scholastic Assessment Test (SAT) and the American College Test (ACT) in undergraduate admissions to the public universities of California. In her opening statement, Chair Teresa P. Hughes introduced the hearing topics as determining the impact of standardized tests on students, families, and universities, and ascertaining whether standardized tests increase access or become a barrier to college enrollment. The following discussion panels and statements followed: (1) "Eligibility and Standardized Testing: The Use of Standardized Testing in Determining Student Eligibility" (Warren Fox); (2) "Standardized Assessments Up-Close: Research Supporting Validity of Tests" (participants: Wayne Camara, Laurice Sommers, and Dallas Chapman); (3) "Students and Parent Response to Standardized Tests: Personal Accounts of the Impact of SAT and ACT" (Karen Gau, Benigno Delgado, Carlos Jackson, Mary Kay Stamets, and Paul Kanarek); (4) "Standardized Tests as a Selection Tool: System Representatives Discuss the Use of Standardized Exams" (University of California representatives Carla Ferri, Keith Widaman, and Patrick Hayashi; independent college representatives William Tingley and Michael Besseda; California State University representatives Allison Jones and Nancy Sprotte); (5) "Alternative Strategies to Student Assessment: Other Forms of Standardized Assessments Employed and Available" (Eugene E. Garcia, Glen Singleton, and Andrea Buechel); (6) "Research on Standardized Tests" (Robert Schaeffer, David Leonard, Michael Hout, and Joe Jaramillo); (7) "Standardized Tests and California Public High Schools: How Are High Schools Preparing Students To Take the Exam?" (Jeffrey David, Thomas Brock, Diane Duncan, and Robert Collins); and (8) "Closing

NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454. Small print in figure may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assistive Devices (for Disabled); Computer System Design; *Disabilities; Foreign Countries; *Information Services; *Information Systems; Information Technology; *Older Adults; *Tourism; *User Needs (Information); Users (Information); World Wide Web
IDENTIFIERS- Europe; *Web Site Design; Web Sites

This paper describes work aimed at catering the content of World Wide Web (WWW) pages to the needs of different users, including elderly people and users with vision and motor impairments. An overview is provided of the AVANTI system, a European WWW-based tourist information system that adapts Web pages to each user's individual needs before presenting them to the user. System components (i.e. multimedia databases, the user model server, the information resource control structure, a hyperstructure adapter, and a user interface) are summarized, and the sources of information that the system uses as the basis for its assumptions about the user are described. An example of adaptability in AVANTI is presented, and users' experiences are reported. (Contains 17 references.) (MES)

ED 448 694 IR 020 457

Matthies, H. K.; Walter, G. F.; Stan, A. C.; Ammann, A.; von Jan, U.; Porth, A. J.
Telematics Applications for High Quality Educational and Clinical Support to Practicing Professionals and Medical Students.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454. Figures contain very small font.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Distance Education; Educational Technology; Global Approach; Higher Education; Information Systems; *International Programs; *Medical Education; *Multimedia Instruction; Multimedia Materials; Professional Continuing Education; *Teleconferencing; World Wide Web
IDENTIFIERS- *Medical Information Systems; Video Teleconferencing; *Web Based Instruction

This paper begins with a discussion of using multimedia technologies for education and teleconsultation using PC-based video-conferencing equipment. An overview is provided of the G7 (i.e., an informal forum of the seven major industrialized democracies) Global Healthcare Applications Project (GHAP), which aims at improving the quality and cost efficiency of health care delivery through telematics (remote access) tools. The paper then describes 2 of the 10 GHAP sub-projects, the Medical Image Reference Center (MEDIREC) and the International Online Academy (IOA). The objectives of MEDIREC are to support clinical activities, contribute to medical education and training, and facilitate medical research. Proposed reference centers would include clinical and pathological images (still

(Author/MES)

ED 448 716 IR 020 479

Fulantelli, G.; Corrao, R.; Munna, G.
Enhancing User Interaction on the Web.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Architecture; *Computer System Design; *Computer Uses in Education; Educational Technology; Higher Education; Hypermedia; *Instructional Design; Instructional Development; *Interaction; Navigation (Information Systems); Urban Planning; *World Wide Web
IDENTIFIERS- Prototypes; *Web Based Instruction

This paper reports on the design strategies and technical solutions that the authors have adopted to increase interaction in a World Wide Web-Based Instruction (WBI) system aimed at supporting new didactic approaches to the subjects of urban planning and architecture through the activation of online modules at the university level. Specifically, the developed system allows authorized users to modify the informative hypertext network dynamically. In addition, users can handle and re-elaborate the information published on the Web pages through specific working tools. The paper focuses on these tools from functional and technical points of view. The WBI system and innovative features are described, and strategies adopted in order to implement the system are summarized, including extending the information network, working on the information pages, and controlling the study path. An overview of system architecture and implementation is then provided. (Contains 23 references.) (MES)

ED 448 717 IR 020 480

Gilbert, Juan E.; Han, C. Y.
Arthur: Adapting Instruction To Accommodate Learning Style.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; Computer System Design; Computer Uses in Education; Educational Technology; Higher Education; Information Retrieval; *Instructional Design; *Instructional Effectiveness; Learning Modules; Models; World Wide Web
IDENTIFIERS- *Adaptive Instructional Systems; Client Server Computing Systems; Learning Environments; Technology Utilization; *Web Based Instruction

This paper describes Arthur, a World Wide Web-based instruction system that provides adaptive instruction to accommodate learning style in order to achieve a significant difference when technology is applied to instruction. The design of Arthur is discussed, including considerations related to the learning law applied to the Web are discussed: (1) Can I freely copy anything that is on a Web page? (2) Can I freely link to Web sites? (3) Can I freely download or print a resource posted on the Web? (4) Can I freely scan images and text and use them on my Web page? (5) Can I use the Web to provide easier access to electronic documents? and (6) Can I freely post other people's e-mail on my Web page? References include case law, federal statues, law review articles and periodicals, constitutional law, and Internet sources. (Contains 22 references.) (MES)

ED 448 739 IR 020 502

Usrey, Michael W.
Preferences of Asynchronous Adult Distance Learners.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Learning; Computer Mediated Communication; Computer Uses in Education; *Distance Education; *Educational Technology; Feedback; Higher Education; *Instructional Design; Models; Student Attitudes; Student Surveys; Visualization; World Wide Web
IDENTIFIERS- Web Sites

This paper present a model of factors influencing the teaching-learning exchange in adult distance education, focusing on five factors that have primary influence on the teaching-learning exchange: the teacher, the student, the content, the environment, and the learning community. Several techniques are proposed to overcome the limitations of distance education, including a course Web site, a threaded discussion forum (HyperNews), Web-based dynamic feedback forms, visualization, and interactive lecture outlines. Examples are provided of how these techniques were applied in a graduate course for the management of research and development. Measurement of asynchronous adult student preferences regarding these techniques is presented. (Contains 18 references.) (MES)

ED 448 740 IR 020 503

Usrey, Michael W.
Assessment of Alternate Delivery Mechanisms for Asynchronous Adult Distance Learners.
PUB DATE- 99
NOTE- 6p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Learning; Comparative Analysis; *Computer Uses in Education; *Distance Education; *Educational Technology; Higher Education; Student Attitudes; Student Surveys; *Videotape Recordings; World Wide Web
IDENTIFIERS- *Access to Technology; University of Colorado; Web Based Instruction

Within a course at the University of Colorado addressing the management of research and development, a comparison of alternate asynchronous delivery media was conducted. For the

Technique); *Distance Education; Higher Education;
*Instructional Design; Student Attitudes; Student Surveys;
World Wide Web
IDENTIFIERS- *Learning Communities; State University Of New York

This paper looks at factors affecting the success of asynchronous online learning through an investigation of relationships between student perceptions and course design factors in the SUNY (State University of New York) Learning Network, one of the largest asynchronous learning networks in the country. It finds that three such factors--consistency in course design, interaction with course instructors, and active discussion--have been consistently shown to significantly influence the success of online courses. It is posited that the reason for these findings relates to the importance of building community in online courses. (Contains 17 references.) (MES)

ED 448 761 IR 020 524

Uden, Lorna; Tearne, Stephen; Alderson, Albert
Development of Conceptual Models for Internet Search: A Case Study.
PUB DATE- 00
NOTE- 7p.; In: WebNet 2000 World Conference on the WWW and Internet Proceedings (San Antonio, TX, October 30-November 4th, 2000); see IR 020 507.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Computer Software Development; Computer Software Evaluation; Constructivism (Learning); *Courseware; *Information Retrieval; Models; *Search Strategies; Task Analysis; World Wide Web
IDENTIFIERS- Analogies; *Conceptual Models; Experts; Mental Models; *Novices

This paper describes the creation and evaluation of a World Wide Web-based courseware module, using conceptual models based on constructivism, that teaches novices how to use the Internet for searching. Questionnaires and interviews were used to understand the difficulties of a group of novices. The conceptual model of the experts for the task was derived using Applied Cognitive Task Analysis (ACTA) and analogy developed to assist novices in understanding the expert cognitive model. The Web courseware module was evaluated using a second novice population. The outcome demonstrated that using conceptual models in learning could help novices to acquire an understanding of the search mechanism and so enable them to learn better. (Contains 11 references.) (MES)

ED 448 762 IR 020 525

van der Veen, Jan; van Riemsdijk, Maarten; Laagland, Eelco; Gommer, Lisa; Jones, Val
Web-Support for Activating Use of Theory in Group-Based Learning.
PUB DATE- 00
NOTE- 7p.; In: WebNet 2000 World Conference on the WWW and Internet Proceedings (San Antonio, TX, October 30-November 4th, 2000); see IR 020 507. Figures contain illegible type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Computer Uses in Education; *Cooperative Learning; Foreign Countries; *Group

the three elements of the work-oriented component (critical work functions, key activities, and performance indicators) and the three categories into which knowledge and skills, the worker-oriented component, are divided (academic, employability, and occupational and technical). Chapter 4 examines these important goals for developing skill standards: creating tools for progress, making standards useful for many different purposes, identifying critical credible standards, and developing a sound research plan. Appendixes include more information about the NSSB and about voluntary partnerships. (YLB)

ED 448 270   CE 081 004

Skill Scales Companion Guide.
PUB DATE- 00
NOTE- 59p.; For the framework guide, see CE 081 003.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- *Academic Standards; Adult Education; Career Development; Decision Making; *Difficulty Level; Educational Certificates; *Employment Potential; Information Skills; Integrated Curriculum; Interpersonal Competence; *Job Skills; Labor Force Development; Leadership; Listening Skills; *National Standards; Postsecondary Education; Secondary Education; Self Actualization; Speech Communication; Student Certification; Teamwork
IDENTIFIERS- *Common Framework for Skill Standards; *National Skill Standards Board

This publication is a reference document meant to accompany other National Skill Standards Board (NSSB) publications that describe the development of skill standards, including Built to Work: A Common Framework for Skill Standards. This companion guide provides the NSSB Complexity Rating Skill Scales. Chapter 1 explains briefly how this tool fits into the NSSB's larger efforts to develop national skill standards. Chapter 2 contains the academic skill scales. These academic knowledge and skills categories are included: mathematics, science, reading, and writing. Chapter 3 contains the employability skill scales. These employability knowledge and skills categories are included: listening; speaking; using information and communications technology; gathering and analyzing information; analyzing and solving problems; making decisions and judgments; organizing and planning; using social skills; adaptability; working in teams; leading others; building consensus; and self-development and career development. In both chapters, knowledge and skills are further divided into complexity dimensions and complexity subdimensions. For each (sub)dimension, the level of complexity (low, moderate, or high) required for performing the critical work function is identified. (YLB)

ED 448 271   CE 081 005

Project 2030 Aging Initiative Briefing Book and Final Report.
PUB DATE- 98
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Opinions/Personal Viewpoints/Position Papers/Essays (120)

educational experience. 'Metacognition' or self-monitoring is another essential element in learning to learn. Teachers should make a conscious effort to model and verbalize their own use of relevant learning strategies; integrate previous learning; select materials that lend themselves to metacognitive strategies; encourage students to verbalize and share their thinking strategies; provide students with feedback about how they accomplished a task; and support learners with metacognitive language and frameworks. Teachers can also help learners develop study skills, reading strategies, and resources for research. (The paper contains 6 references and a bibliography listing 14 resources about adult learning and 14 resources on study skills.) (KC)

ED 448 288   CE 081 049

Wonacott, Michael E.
Apprenticeship. Trends and Issues Alert No. 19.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Apprenticeships; Blacks; Citations (References); *Education Work Relationship; *Educational Attitudes; *Educational Benefits; *Employer Attitudes; Employer Employee Relationship; Females; Males; Mentors; Outcomes of Education; Postsecondary Education; Secondary Education; Unions; Womens Education; *Work Experience Programs

Although apprenticeship used to be viewed as academically questionable, today many educators consider it an ideal vehicle for the work-based learning necessary for the school-to-work transition. In particular, youth apprenticeships are seen as having potential to minimize youth floundering in the labor market, ensure educative work experiences, increase earnings and educational attainment, and make school more meaningful. Unions may perceive youth apprenticeship as a threat to their influence, or they may view it as a help in maintaining unions and wages. Many states focus their efforts on employer participation in youth apprenticeships, but concerns about costs, lost trainer productivity, and liability often affect employer participation in youth apprenticeship. Employers involved in apprenticeship would prefer increased training and support for workplace mentors and trainers and improved coordination with schools. Women tend to be underrepresented in apprenticeship and to enjoy less favorable earnings outcomes, while African Americans are often over-represented but have less favorable completion rates and employment and earnings outcomes. Students may not be aware of apprenticeship opportunities, or they and their parents may have unfavorable perceptions of this option. (This document contains an annotated bibliography listing 28 references.) (KC)

ED 448 289   CE 081 050

Wonacott, Michael E.
Career Pathways. Trends and Issues Alert No. 20.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00

enable students in elementary, middle, high school, and postsecondary programs to advance through the following five stages: career awareness, career exploration, core standards preparation, core concentrations preparation, and employment. Concluding the document is a list of accountability criteria for national skill standards. (MN)

ED 448 307 CE 081 077

Gladden, Karen; Rivera, Karen; Russell, Sherry
Out on a Limb.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 00
NOTE- 71p.; Part of the Changes Project coordinated by SABES West at Holyoke Community College. Funded by the Field Initiated Studies Grants Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Adult Learning; Adult Literacy; *Adult Students; Biographies; Coping; Creative Writing; *Education Work Relationship; Educational Needs; Employment Problems; Employment Services; Empowerment; English (Second Language); Essays; Family Life; Federal Legislation; Focus Groups; Group Discussion; High School Equivalency Programs; Individual Development; Individual Power; Interviews; *Literacy Education; Needs Assessment; Personal Autonomy; Personal Narratives; Poetry; Policy Formation; Public Policy; Reminiscence; Self Actualization; Stress Management; *Student Attitudes; *Welfare Recipients
IDENTIFIERS- *Massachusetts; *Welfare Reform
This book uses poetry and essays to share how welfare reform has affected the lives of a group of female adult literacy students from western Massachusetts. After a brief explanation of the book's purpose, the women who presented their views in the book's poems and essays are profiled. Presented next are six poems that several of the women wrote to share their views on males' stereotypes of women and the difficulties of coping with welfare reform. The essay "A Day in the Life" gives a glimpse into the daily life of one woman who is trying to attend literacy classes while navigating the welfare system and also caring for her children. "How Has Welfare Reform Affected Your Life?" presents some of the women's responses in interviews focusing on general and specific aspects of welfare reform, the relationship of education to welfare reform and employment, and welfare reform's impacts on recipients' emotions and family. "What Helps You Keep Going?" and "What Do You Recommend? What Would Help You To Meet Your Goals?" focus on strategies for coping with the difficulties of meeting the requirements imposed by welfare reform. "Learning Tools--The Tree and Carolyn Hicks" describes two tools used by the women. (MN)

ED 448 308 CE 081 079

Totten, Leah; Dodson, David; Thomasson, Julie
Creating Economic Opportunities for Every Young Person. Lessons from The Hitachi Foundation's Partnerships in Education and Economic Opportunity Initiative.
SPONS. AGENCY- Hitachi Foundation, Washington, DC.
PUB DATE- 00
NOTE- 86p.
LANGUAGE- English

leaving these occupations as a result of retirement, change of profession, or other reasons. Therefore, the country will require more than 2 million new IT workers in these occupations during this 10-year period. Of these jobs, more than three-fourths will require at least a bachelor's degree. The five fastest growing occupations for the period are database administrators, systems analysts, computer support specialists, computer engineers, and all other computer scientists. The service sector is expected to absorb most of the increases in these core IT occupations, growing between 55 percent and 155 percent, depending on occupation. California, Texas, and New York lead the nation in the number of core IT workers, while Colorado, Virginia, and Massachusetts have the highest proportion of IT workers. (The documents include eight tables with state rankings based on size and intensity of its total core IT work; size, intensity, and annual average wages for each of the core IT occupations; and the states' ordinal rankings on those variables.) (KC)

ED 448 323   CE 081 096

Rooth, Edna
An Investigation of the Enhanced Relationship between Participants in Lifeskills Courses and the Environment. Human Needs, Resources and the Environment Publication Series.
SPONS. AGENCY- Department of Environmental Affairs and Tourism, Pretoria (South Africa).
PUB DATE- 00
NOTE- 109p.; Series editors are Johann Lodewyk Marais and Martjie Bosman. This publication series is a selection of research reports that have emerged from the Human Needs, Resources, and the Environment (HNRE) Programme to date.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Action Research; Adult Basic Education; *Community Development; Conflict Resolution; Coping; *Daily Living Skills; Empowerment; Experiential Learning; Foreign Countries; Health Promotion; Leadership; Material Development; Outcomes of Education; Program Effectiveness; Program Implementation; Self Actualization; Self Concept; Team Training
IDENTIFIERS- *South Africa

The Lifeskills Project in South Africa provides services to communities in lifeskills facilitation training. Empowerment and capacity building in course and workshop participants is an underlying theme, with emphasis on self-concept enhancement for community enhancement. Aims of the Lifeskills Project include: (1) training facilitators in experiential learning techniques with lifeskills as content matter; (2) running lifeskills workshops on requested psycho-social lifeskills topics; (3) materials development; (4) provision of networking facilities; (5) consultation services on workshop implementation and design; and (6) conducting action research. The Lifeskills Project includes courses such as AIDS prevention, assertiveness, communication, conflict management, coping with change, leadership, health management, and team building. The project was evaluated through action research. Participant reflections were documented during workshops, and written evaluations were obtained after each workshop session, at course end, and in follow-up meetings. In addition, facilitator reflections were recorded. The research concluded that there are advantages of intervention grounded in experiential learning, and that participants in lifeskills courses developed proportion attend post-school training. Apprenticeship expenditure has risen with the rapid increase in number of employer-recruited apprentices. The majority of funding for continuing training comes from the private sector. Both in employee training and adult education, the role of state funding is relatively small, in contrast to the preeminent role of state funding in training for unemployed people and initial training, a reflection of both national priorities and public policy. Six programs for unemployed people can be grouped into these two broad categories of training: continuing training for unemployed people and reintegration training and training for the socially disadvantaged. The vast majority of funding for VET for the unemployed is public. Three future trends are increased level of payments to training participants, additional incentives for training, and reduction of European Funding support. (Appendixes include acronyms and abbreviations; list of legislation; and 11-item bibliography.) (YLB)

ED 448 340 CE 081 126

Hurst, David; Hudson, Lisa
Changes in High School Vocational Coursetaking in a Larger Perspective. Stats in Brief.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Education; Allied Health Occupations Education; Child Care Occupations; *Course Selection (Students); Employment Projections; Enrollment; *Enrollment Influences; Enrollment Rate; Enrollment Trends; Food Service; High Schools; Hospitality Occupations; *Labor Market; *Student Educational Objectives; Technology Education; Trade and Industrial Education; *Vocational Education

The decline in vocational coursetaking from 1982-1998 is relatively small compared to increases in academic coursetaking. The potential trade-off between academic and vocational coursetaking seems to have been mitigated by students taking more courses overall and fewer courses in the general curriculum. Further, the decline in vocational concentration is due primarily to declines in the trade and industry and business program areas, areas that roughly correspond to occupations that have experienced below average growth rates since the early 1980s. Health care; technology and communications; food service and hospitality; and child care and education are four vocational programs areas in which a larger proportion of students concentrated in 1998 than they did in 1982. All four programs prepare students for occupations that have experienced above-average growth rates. These findings suggest that changes in vocational coursetaking may at least in part reflect responses to labor market trends. (YLB)

ED 448 341 CE 081 127

Buron, Larry; Orr, Larry; Patrabansh, Satyendra
The Lifelong Learning Demonstration: Final Evaluation Report on the Experimental Site. Research and Evaluation Report Series.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Office of Policy and Research.
PUB DATE- 99
NOTE- 107p.

handle, plan, and produce crops; and manage crop production. The following items are appended: list of standard tool box components; glossary; lists of Illinois Occupational Skill Standards and Credentialing Council, Agriculture and Natural Resources Subcouncil, and Row Crop Production Cluster Standards Development Committee members; Agriculture and Natural Resources Subcouncil Row Crop Production cluster skill standards recognition proposal; and list of necessary workplace skills. (MN)

ED 448 357   CE 081 177

Couppie, Thomas; Mansuy, Michele
The Situation of Young Labour-Market Entrants in Europe.
PUB DATE- 00
NOTE- 6p.; Translator: Miriam Rosen. Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Development; Change Strategies; College Graduates; Comparative Analysis; Cooperative Planning; Economic Climate; Economic Factors; *Education Work Relationship; Educational Attitudes; Employer Attitudes; *Employment Level; Employment Opportunities; *Employment Patterns; Employment Problems; Employment Qualifications; *Entry Workers; Foreign Countries; High School Graduates; Income; *Labor Market; Models; Needs Assessment; Policy Formation; Postsecondary Education; Promotion (Occupational); Public Policy; Salary Wage Differentials; Secondary Education; Strategic Planning; Technological Advancement; Transfer of Training; Trend Analysis; Unemployment; *Vocational Education; Work Environme *Europe
IDENTIFIERS- *Europe

The different situations confronting young labor market entrants in different European countries may be described in terms of the following models: (1) the conditions of labor market entry are basically tied to the nature of the qualification acquired in initial training, experience accumulated in the labor market plays a very secondary role, and labor market entrants tend to be rapidly integrated into the work situations of more experienced work with the same qualification profile; (2) labor market entrants' working conditions are very different from those of more experienced workers, and initial training plays a lesser role in the transition process; and (3) labor market entrants have greater access to jobs and occupational mobility than in the first two models, and acquired experience and qualifications obtained in initial training are each involved in hiring but are partly interchangeable from companies' viewpoints. Denmark is representative of the first model; Italy is representative of the second, and France and the United Kingdom are representative of the third. These models are subject to change in response to factors such as the following: long-term economic prosperity combined with low demographic growth; the spread of new information and communication technologies; and changes in existing systems of work relations. (MN)

ED 448 358   CG 028 966

Como Prepararse a Tiempo para la Universidad: Un Manual para los Padres de Alumnos que Cursan la Escuela Intermedia (Getting Ready for College Early: A Handbook for Parents of Students in the Middle and Junior High School Years).

Using Music in Children of Divorce Groups: A Session-by-Session Manual for Counselors.
PUB DATE- 01
NOTE- 210p.; "To be used in conjunction with Dan Conley's 'If You Believe In You' tape." Audiotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Children; *Coping; *Divorce; Emotional Adjustment; *Group Counseling; *Music Therapy; Program Development; *Psychotherapy; Resilience (Personality)

This manual provides counselors in schools and agency settings with a hands-on, concrete set of materials to use in group work with children of divorce. The materials help counselors develop a comprehensive psychoeducational group work program that allows them to assess the specific needs of children of divorce, provide a psychoeducational group for these students on the basis of their needs, and assess the outcome of the group. Music has been incorporated into this program to increase children's integration of the skills learned in the group and for application of the skills to their lives outside of the group. The music encourages children to express their feelings, problem solve, and brainstorm about coping strategies. Children participating in the group are expected to take the tapes home to serve as a reminder of what they have learned in the group and help them recall coping strategies. Each package consists of a leader manual for the counselor and seven copies of an audiotape featuring the music of Dan Conley. The chapters provide the guidelines for organizing the sessions; the content of the sessions and a description of the accompanying songs that pertain to each topic; and how to make adaptations to specific needs. (Contains 8 appendixes and 40 references.) (JDM)

ED 448 379 CG 030 570

Impaired Driving among Youth: Trends & Tools for Prevention. Technical Report.
PUB DATE- 99
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Alcohol Abuse; Alcohol Education; *Drinking; *Driving While Intoxicated; Laws; Prevention; State Legislation; *Young Adults

In 1996, after years of decline, alcohol-related crashes involving youth between 15 and 20 years old increased by nearly 5%. The estimated medical, monetary, and lost quality-of-life costs associated with injuries in crashes of young drivers are staggering. Policymakers are being called upon to address the problem of underage drinking and associated preventable problems, such as impaired driving and injuries. Strategies to prevent drinking and driving have proven to be effective. Substance abuse prevention professionals need to learn which strategies work and incorporate them into their ongoing efforts to prevent substance abuse problems. Brief overviews of some of these proven strategies are included and details are given on an extensive deterrence model. The report consists of four chapters. The first is an overview of the impaired driving and after self-regulation process. Planning does not just occur in the early phase of the task but can be an ongoing process. Findings suggest that tapping different moments in the process of self-regulation is important. (JDM)

ED 448 399 CG 030 615

Sacks, David B.
Meeting Performance Improvement Targets in a Children's Outpatient Clinic.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Convention of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Children; Family Counseling; Family Involvement; Hispanic Americans; *Improvement Programs; *Mental Health Clinics; *Mental Health Programs; *Program Evaluation; Resources; State Agencies
IDENTIFIERS- Availability (Programs and Services); District of Columbia

Beginning in the fall of 1999, all programs of the Child and Youth Services Administration of the District of Columbia Commission on Mental Health Services were ordered to implement a performance improvement plan. This report looks at how successful one clinic was in improving performance in one year. The objectives were to: (1) increase the number of children receiving services; (2) increase the percentage of Hispanics and other multicultural groups receiving services; (3) help children improve their school performance; (4) encourage families to participate; and (5) monitor content and quality of services. The evaluation found that trying to improve all five objectives at the same time was a difficult task. The clinic had seen a marked increase in clients with histories of severe psychiatric problems, aggression, and violence. Public mental health systems with limited resources must make hard choices about resource allocation if the referrals continue to swell with complicated cases. The pressures to serve more clients, increase each family's involvement, and improve record keeping are often at cross-purposes. The recommendation was made that clear priorities be established so that the mission of prevention and training are maintained as performance improvement plans go forward. Data tables and the Service Satisfaction Questionnaire are appended. (Contains 10 references.) (JDM)

ED 448 400 CG 030 619

Aviles, Christopher B.
Utilizing the Myers-Briggs Personality Inventory in Employee Assistance Program Workplace Seminars.
PUB DATE- 01
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conflict Resolution; *Employee Assistance Programs; *Interpersonal Communication; *Personality Measures; Professional Training; Social Work; *Training Methods

the one side is sight-reading or the look-say method which promotes learning to read by immediate recognition of words learned through "memorization." In contrast to the sight method, the phonics method aims at teaching children the "skills" necessary to "decode" any words that may present themselves. This paper examines both phonics and sight-reading to ascertain which method proves more beneficial in giving children the necessary tools to read. The paper first reviews the literature and then finds that the research illustrates that the teaching of phonics is crucial for reading development, because, unlike sight-reading, phonics offers children the ability to decode words. It concludes that current teachers and new teachers need to receive phonics-based training and school districts need to increase funding for phonics programs. (NKA)

ED 448 419   CS 014 192

Donnelly, Deborah
Making Sense of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Beginning Reading; Instructional Effectiveness; Primary Education; Professional Development; *Reading Instruction; *Reading Programs; *Reading Skills; Student Needs; *Teacher Role
IDENTIFIERS- *Learning to Read; Southwest Educational Development Laboratory

Principals and school administrators across the country know that "quick fixes" are not likely to help when children are not learning to read. For years, teaching reading has focused primarily on curriculum and instruction, but the focus needs to shift from teaching reading to learning to read. This report contends that because children's backgrounds, learning needs, and skills vary, effective reading instruction depends upon three main components: teachers must assess children's reading skills in an ongoing manner; they must use assessment information to customize instruction to individual student needs; and they must participate in ongoing professional development to gain knowledge of reading and reading instruction. The report lists the benefits of effective reading programs; makes recommendations for district leaders in creating effective reading programs; suggests how to build an infrastructure to support effective reading programs; and explains how to manage change in creating effective reading programs. It outlines the framework of the essential cognitive elements of learning to read that teachers need as part of their core knowledge. The paper states that the Southwest Educational Development Laboratory (SEDL) offers such a framework and provides an illustration. It also lists various resource databases, as well as other resources. (NKA)

ED 448 420   CS 014 193

Wren, Sebastian
The Cognitive Foundations of Learning To Read: A Framework.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00

Noting the field of literacy education is vast and complicated, this book identifies the most significant issues and trends facing literacy educators today and to locate sources that explain principal viewpoints on these issues. Each chapter is made up of four parts: a brief introduction to the topic, the articles themselves, an annotated bibliography, and suggestions for further involvement. Articles in chapter 1, Balance, are: "A Survey of Instructional Practices of Primary Teachers Nominated as Effective in Promoting Literacy" (Michael Pressley, Joan Rankin, and Linda Yokoi); and "The Six Aspects of Literacy: A Curriculum Framework" (K. Au, J. Carroll, and J. Scheu). Articles in chapter 2, Phonics, are: "Everything You Wanted To Know about Phonics (But Were Afraid To Ask)" (Steven A. Stahl, Ann M. Duffy-Hester, and Katherine Anne Dougherty Stahl); and "Phonemic Awareness and the Teaching of Reading: A Position Statement from the Board of Directors of the International Reading Association" (International Reading Association). Articles in chapter 3, Multicultural Diversity, are: "Literacy Learning from a Multicultural Perspective" (Jim Anderson and Lee Gunderson); and "Exploring Culture through Children's Connections" (Sandy Kaser and Kathy G. Short). Articles in chapter 4, Reading Assessment, are: "Literacy Assessment Reform: Shifting Beliefs, Principled Possibilities, and Emerging Practices" (Robert J. Tierney); and "Transforming Student Assessment" (D. Monty Neill). Articles in chapter 5, Literacy Materials, are: "Basal Readers and the State of American Reading Instruction: A Call for Action" (The Commission on Reading, National Council of Teachers of English); "The Basalization of America: A Cause for Concern" (Constance Weaver); and "An Attack on Basal Readers for the Wrong Reasons" (Patrick Groff). Articles in chapter 6, Spelling, are: "The Case of Invented Spelling: How Theory Becomes Target Practice" (Edward Miller); and "Integrated Word Study: Spelling, Grammar, and Meaning in the Language Arts Classroom" (Marcia A. Invernizzi, Mary P. Abouzeid, and Janet W. Bloodgood). Articles in chapter 7, Emergent Literacy, are: "What Readers Do: Young Children's Ideas about the Nature of Reading" (Linda Teran Strommen and Barbara Fowles Mates); and "Research Based Answers to Questions about Emergent Literacy in Kindergarten" (Judi Lucas Lesiak). Articles in chapter 8, Content Literacy, are: "Let's Not Marginalize Adolescent Literacy" (Richard T. Vacca); and "Learning with Text in the Primary Grades" (Andrea M. Guillaume). Articles in chapter 9, Early Intervention, are: "Helping Struggling Readers: Linking Small-Group Intervention with Cross-Age Tutoring" (Barbara M. Taylor, Barbara E. Hanson, Karen Justice-Swanson, and Susan M. Watts); and "A Review of Reading Recovery" (Billie J. Askew, Irene C. Fountas, Carol A. Lyons, Gay Su Pinnell, and Maribeth C. Schmitt). Articles in chapter 10, Writing, are: "Process Writing and the Writer's Workshop: Excerpt from When Bad Things Happen to Good Ideas in Literacy Education: Professional Dilemmas, Personal Decisions, and Political Traps" (James V. Hoffman); "Process Writing and the Secondary School Reality: A Compromise" (Barbara Carney); and "Evaluation: The Center of Writing Instruction" (Jane Hansen). (RS)

ED 448 439   CS 217 134

Kupetz, Barbara Nypaver
Using Literature in Your K-4 Classroom: Practical Ideas for
  Teachers.
PUB DATE- 00
NOTE- 177p.; Part of the Bill Harp Professional Teacher's Library.
LANGUAGE- English

NOTE- 129p.; With Naomi Ritter. For a related book, "With Love, Grandma: Letters to Grandchildren," see ED 423 551.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Citizenship; Elementary Education; *Grandchildren; *Grandparents; *Interpersonal Communication; *Letters (Correspondence); Self Esteem
IDENTIFIERS- Character Development; *Grandparent Grandchild Relationship; Mixed Age Dyads; Mutuality; *Pen Pals; Writing Models; Writing Topics

Letters and notes between grandchildren and grandparents can bring mutual benefits. This book shows grandparents how to start writing, what to write about, how to make writing fun and easy, how to get replies, and how to write memorable letters. The book, a sequel to "With Love, Grandma" (1998), provides sample letters on numerous topics for all ages. One of the issues it addresses is character development. The book's first few chapters seek to develop the traits crucial to gaining self-esteem and confidence. The book also covers citizenship. Following an introduction, the book is divided into these chapters: Writing Letters to Children; Growing Inside and Out; Letters Connect the Generations; Relating to Others; Becoming a Citizen; and Quick Ideas for Quick Letters. (NKA)

ED 448 460 CS 217 341

Smith, Carl B.; Peet, Howard; Coomber, James
Spelling for Writing: Instructional Strategies.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Education; Instructional Effectiveness; *Spelling; *Spelling Instruction; *Writing Skills
IDENTIFIERS- Spelling Growth; *Spelling Patterns; Words

This book describes a way to develop effective spellers--boys and girls who have a system for writing words accurately in their school compositions and in personal messages. Teachers know that to develop effective spellers, they must attend to helpful rules and to regular practice. Most research on effective spelling can be reduced to these two techniques: knowing the patterns of English spelling and writing regularly. Young writers need to know there is a system in English-language spelling that enables them to devise generalizations for solving spelling problems. By paying attention to the sound-spelling system and by developing related memory techniques, students establish the habits needed to spell accurately. This book puts spelling in perspective, teaches the important spelling patterns, shows children how to self-correct their writing, and demonstrates the regularity of English spelling. Based on a study of more than 16,000 student compositions, the book gives spelling instruction a practical focus that makes teaching and learning easier and improves performance. It is

A comprehensive search of the 126 Web sites that comprised the sampling frame resulted in finding 12 colleges that offered specific courses on personal prayer. Almost all the colleges had a course on "liturgical prayer" dealing with worship, sacramental rites, and corporate prayers, but not on personal prayer. Of the 12 Web sites with a primary emphasis on personal prayer, only five were able and willing to send syllabi. Findings show that only 10% of Catholic institutions of higher education offer courses on personal prayer, perhaps because of the focus on liturgical prayer. An Internet survey for other Christian colleges yielded 221 institutions of higher education that might offer courses on personal prayer. Future research could examine other avenues in which an individual could learn/teach prayer. (Contains a table of data and information on courses offered.) (NKA)

ED 448 483   CS 510 480

Little, Richard D.
I've Looked at the News from Both Sides Now: The Student Press from the Perspective of an Advocate and an Adversary.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Civil Liberties; *Court Litigation; Higher Education; Journalism Research; *Legal Problems; *Privacy; *Scholastic Journalism; *School Newspapers; *Student Records
IDENTIFIERS- Family Educational Rights and Privacy Act 1974; *First Amendment; Miami University OH

Although colleges and universities generally regard the First Amendment as sacred, they often find themselves at the center of controversies concerning the right to say, print, write, or research with freedom. The complex relationships between a college or university and its student media have often contributed to conflicts over First Amendment issues. This paper examines the case of State of Ohio, ex. rel "The Miami Student" v. Miami University (which began in 1996), when university administrators found themselves being sued for restricting the campus newspaper's access to student disciplinary records and later being sued by the United States government for providing the media with these records. The paper looks at the legal arguments presented in this trail of litigation as a basis for examining the university's obligations to balance the First Amendment rights of the student media and its community with other often conflicting rights, such as the privacy rights of individuals. It examines the central issue of openness for the public good versus the legal rights of individual privacy and whether the First Amendment rights of the student media should prevail on the issue of access to internal disciplinary records of students. (Contains 6 notes and 14 references.) (NKA)

ED 448 484   CS 510 482

Lucas, Richard J.
Incorporating Ethical Dimensions in the Communication Training and Development Curriculum.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the National

comprised of school practitioners, while others were made up of providers of support to schools, such as professional developers and professors in teacher-preparation colleges. A conscious effort was made to include people who occupy different places in the systems that link state policy to the classroom. Members of each group were brought together to reflect on the reforms taking place and on the systems that support or could support those reforms. To facilitate these meetings, groups of 8-15 people were asked to focus quickly and thoughtfully on each of 3 areas. Some of the topics include the roles assumed by the state department of education in leading reform, philosophies of reform and change reflected in state education department strategies, state department of education relationships with other facets of the education system, and the reception of reform initiatives in the field. The tools used for each group are outlined and include information about their use, key features, and suggestions for adaptation. (RJM)

ED 448 503 EA 030 762

Equity and High Standards: Can We Have It Both Ways?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 9p.; Contributors to the issue are Tom Crochunis, Melissa DaPonte, Susan Erdey, Eileen Ferrance, Ted Hamann, Julie Nora, Harvey Press, Jessica Swedlow.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Accountability; *Educational Administration; Educational Change; Elementary Secondary Education; *Equal Education; *Standardized Tests

This serial offers a collection of articles on academic standards, while focusing on whether it is possible to ensure both equity and high standards in education. It looks at ways to close the achievement gap between students in high-poverty schools and their middle-class peers, and offers a chart that outlines what various stakeholders can do to provide lower class students the help that they need to succeed. Some of the strategies that are discussed here include blue-ribbon schools, charter schools, accountability, local control, and assimilation. The text outlines the need for stringent professional standards, the value of one-stop assessment-reform resources, the use of alternative transcripts for college admissions, and the growing emphasis on competency rather than "seat time." It describes the risks of high-stakes tests and argues that the classroom teacher should have a voice in student assessment. Some other equity and high standards issues are included in short pieces that examine students who rejected a standardized test, the challenges and opportunities afforded by bilingual students, the fallibility of test-driven education, and some alternatives to standardized testing. (Contains 13 references and 11 resources.) (RJM)

ED 448 504 EA 030 763

Charter Schools: The Other Public Schools. Themes in Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 59p.
LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Advanced Courses; *Advanced Placement; Change Strategies; College Preparation; Curriculum Development; Educational Improvement; Educational Opportunities; Excellence in Education; High Schools; *Secondary School Curriculum

This transcript reproduces a Department of Education/College Board-sponsored discussion on [illegible] to expand advanced-placement (AP) opportunities in high schools. The deliberations opened with a presentation by Terry Peterson, Senior Advisor to Education Secretary Richard Riley, in which he focused on the importance of AP courses for minority and low-income students. He was followed by Gerry Tirozzi, head of the National Association of Secondary School Principals, who discussed the need to raise academic standards for everyone. Tirozzi also touched on ways to ensure teacher quality and mentioned the correlation between college success and the AP courses that students take. The next two speakers, Richard Riley and Gaston Caperton, the latter being President of the College Board, presented the two keynote speeches for the conference. Secretary Riley focused on the heightened expectations for all students and the desire that all students eventually take AP courses. Secretary Riley's speech was followed by Mr. Caperton, who reiterated the importance of AP courses in all students' lives. Other presenters included Bryan Barnett, Vice President of Apex Learning, who discussed the role of distance education in AP courses; Karen Deaver, a teacher who demonstrated how the Virtual High School works; and others. (Includes an index.) (RJM)

ED 448 524 EA 030 797

McComb, Jan
Funding K-12 Education. Issue Brief.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cost Effectiveness; Curriculum; Educational Change; *Educational Improvement; Elementary Secondary Education; *Equal Education; *Financial Support; Government Publications; Public Schools; *School Districts; Standards; *State Aid
IDENTIFIERS- *Oregon

This brief discusses a variety of topics concerning the funding of K-12 education in the state of Oregon, specifically since the primary funding responsibility of schools has shifted from local school districts to the state. This has caused legislators to examine what they are getting for their money and how funding can be controlled. Court rulings citing unconstitutional school funding systems, voter-approved initiatives, and a shift to state standards and assessments have brought school-finance issues to the forefront. A central problem is how to balance state goals and standards, while recognizing the value of local discretion in school decision making. Initial national lawsuits revolved around the "equity" question: Did students in the state receive a comparably fair and equitable education? Traditionally, there was a heavy reliance on property taxes, and the inherent inequity of property-rich districts and poor districts meant that schools were being funded unequally. The per-pupil funding level has generally been the approach used by the courts for comparison purposes. Equity issues have now given way to "adequacy"

*Financial Support; Health Promotion; Language Acquisition; *Learning Disabilities; Literacy; Pediatrics; Preschool Children; Preschool Education; *Research Projects

This report provides an overview of the scientific missions, research and research training funding trends, strategic planning initiatives, and research highlights for each Child Development and Behavior Branch (CDBB) research program for the years 1995-1999. CDBB develops scientific initiatives and supports research and research training relevant to the psychological, psychobiological, and educational development of children from conception through adolescence. A central theme flowing through all of the Branch scientific program areas is that physical and behavioral development are most adequately and accurately described as variable processes in which individual differences in cognitive, social, affective, language, and neurobiological maturation, environment and life experiences, and genetics interact in complex ways to influence child development. The five scientific research program areas are described, which include: (1) the Program in Cognitive, Social, and Affective Development; (2) the Program in Developmental Psychobiology and Cognitive Neuroscience; (3) the Program in Behavioral Pediatrics and Health Promotion; (4) the Program in Human Learning and Learning Disabilities; and (5) the Program in Language, Bilingualism, and Biliteracy Development and Disorders. Appendices include a list of major conferences and workshops conducted during the past five years and requests for applications and program announcements published by the Branch. (Contains 12 references.) (CR)

ED 448 544 EC 308 158

Gagne, Francoys
A Differentiated Model of Giftedness and Talent. Year 2000 Update.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ability Identification; Aptitude; Children; *Classification; Cognitive Ability; Definitions; *Educational Theories; Environmental Influences; *Gifted; Incidence; Intelligence Differences; Models; *Talent

This paper updates the discussion of Francoys Gagne's Differentiated Model of Giftedness and Talent (DMGT), which proposes a clear distinction between these two most basic concepts in the field of gifted education. Under the DMGT model, giftedness is defined as the possession and use of untrained and spontaneously expressed superior natural abilities (called aptitudes or gifts), in at least one ability domain, to a degree that places an individual at least among the top 10 percent of his or her age peers. The DMGT proposes four aptitude domains for giftedness: intellectual, creative, socioaffective, and sensorimotor. These natural abilities, whose development and level of expression is partially controlled by the individual's genetic endowment, can be observed in every task that children are confronted with in the course of their schooling. Under the DMGT model, talent is defined as the superior mastery of systematically developed abilities (or skills) and knowledge in at least one field of human activity to a degree that places an individual at least among the top 10 percent of age peers who are or have been active in that field or fields. The effect of developmental process, interpersonal catalysts, environmental catalysts, and

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acceleration (Education); Classroom Techniques; Cooperative Learning; *Curriculum Design; Curriculum Development; Elementary Secondary Education; Emotional Development; *Enrichment Activities; Financial Support; *Gifted; Independent Study; Interdisciplinary Approach; Mentors; Social Development; Staff Development; Talent Development; Teacher Education; Teaching Methods
IDENTIFIERS- *Curriculum Compacting; *Differentiated Curriculum (Gifted); Nebraska

This manual is intended to assist teachers in Nebraska's schools in meeting the needs of high-ability learners in their classrooms. Chapter 1 focuses on curriculum differentiation regarding the content, process, and product. Bloom's taxonomy of thinking is discussed; a list of acceptable student projects for elementary and secondary students is provided; and a chart describing instructional and management strategies for differentiation is included. Chapter 2 discusses curriculum compacting for those students who already show mastery of their respective grade-level curriculum. Preassessment, modification, and learning activities are addressed. A sample independent study contract is provided. Chapter 3 suggests alternatives for educators to enrich the curriculum for high-ability learners. Different models for curriculum integration are described, and guidelines for interdisciplinary planning are provided. Chapter 4 suggests means to accelerate the curriculum for high-ability learners. Chapter 5 demonstrates ways to use cooperative learning in an appropriate manner for high-ability learners, and Chapter 6 discusses how mentoring can be an invaluable tool for high-ability learners. Social and emotional needs of high-ability learners are outlined in Chapter 7, while funding issues and concerns are addressed in Chapter 8. The final chapter has suggestions for staff development. (References are provided for each chapter.) (CR)

ED 448 563 EC 308 178

Kohler, Paula D.; Hood, Lisa K.
Improving Student Outcomes: Promising Practices and Programs for 1999-2000. A Directory of Innovative Approaches for Providing Transition Services for Youth with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Development; Career Education; College School Cooperation; *Disabilities; *Education Work Relationship; Employment; Outcomes of Education; Partnerships in Education; Program Descriptions; *Program Design; School Business Relationship; Secondary Education; Teaching Methods; *Transitional Programs; Vocational Education

This directory profiles 20 programs that promote post-school outcomes for students with disabilities through inclusive school-to-work systems. Three criteria were used to select the

Facility Programming and Construction Criteria Planning Guide . 702 KAR 4:170.
PUB DATE- 95
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Classrooms; Elementary Secondary Education; *Interior Space; *Public Schools; *Standards
IDENTIFIERS- *Kentucky

This facility construction planning guide presents the minimum instructional space standards for Kentucky's public school system. It provides definitions of terms found in the regulations; presents space requirements for every type of instructional space within a public school, including circulation areas, storage, and mechanical/electrical areas; details general construction requirements; and lists minimum standards for emergency classrooms and temporary instructional units. Also included are site planning regulations involving the efficient use of school property, vehicular and pedestrian circulation, and student safety. (GR)

ED 448 584 EF 005 832

Guidelines of Best Practices for School Building Projects.
PUB DATE- 95
NOTE- 54p.; For the Kentucky Facility Programming and Construction Criteria Planning Guide, see EF 005 831.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Construction Management; Elementary Secondary Education; *Public Schools; *School Construction; *State Regulation
IDENTIFIERS- *Kentucky

This guide addresses the most common considerations when building school facilities in Kentucky. Included are the regulations for the Capital Construction Process, the Kentucky Department of Education's Project Review Process, and a suggested document filing system. Additionally, it features common questions and answers regarding the Kentucky Facility Programming and Construction Criteria Planning Guide. Appendices provide a variety of school design and construction information accumulated from school construction projects, a plan review checklist for school building projects, and forms for developing requests for proposals and project account summary sheets. (GR)

ED 448 585 EF 005 833

Maintenance & Operations Solutions: Meeting the Challenge of Improving School Facilities.
PUB DATE- 00
NOTE- 19p.; Report prepared by the Association of School Business Officials International's Facilities Project Team. The report is a supplement to the Association of School Business Officials International's School Business Affairs. Support provided by Johnson Controls.
LANGUAGE- English

far the most efficient solution to this problem with a "total level of disadvantages" score of 5, while the multinational, European Union, and UN solutions have scores of 39, 65, and 76 respectively. (KFT)

ED 448 606   FL 026 540

Aase, Laila; Fenner, Anne-Brit; Little, David; Trebbi, Turid
Writing as Cultural Competence: A Study of the Relationship between Mother Tongue and Foreign Language Learning within a Framework of Learner Autonomy. CLCS Occasional Paper.
PUB DATE- 00
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cultural Awareness; English (Second Language); *Independent Study; *Learner Controlled Instruction; Linguistics; Second Language Instruction; *Second Language Learning; Student Role; *Writing (Composition); Writing Research; Writing Strategies
IDENTIFIERS- *Native Language

Writing figures prominently in accounts of foreign language learning that is specially concerned with promoting the development of learner autonomy. Writing things down plays a prominent role in the autonomous foreign language classroom. The learner texts presented and discussed in this paper invite reflection on three issues of general importance for foreign language teaching: (1) foreign language proficiency involves a great deal more than morphosyntactic accuracy; (2) the cultural component in foreign language learning can never be wholly detached from the cultural competence that all learners have developed in their first language environment; (3) learner texts are assembled in a patchwork fashion, which simultaneously raises issues of intertextuality and the limits of the toleration of plagiarism as a language learning technique. "Writing Strategies in Mother Tongue and Foreign Language Learning: Some Examples from Pupils' Work" is discussed by Laila Aase. "Mother Tongue and Foreign Language Learning: Some Aspects of a Mutual Relationship" is discussed by Turid Trebbi. "Text Competence and the Interrelationship between Mother Tongue and Foreign Language Learning" is discussed by Anne-Brit Fenner. (Contains 32 references.) (KFT)

ED 448 607   FL 026 541

Djigunovic, Jelena Mihaljevic
Language Learning Strategies and Affect. CLCS Occasional Paper.
PUB DATE- 00
NOTE- 32p.; Sponsored by a grant from the Open Society Institute Croatia.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Affective Measures; *Affective Objectives; Communication Apprehension; Communicative Competence (Languages); Elementary Secondary Education; English (Second Language); Foreign Countries; Learning Motivation; *Learning Strategies; Linguistics; Metacognition; Second Language Instruction; *Second Language Learning; Secondary Education; Self Concept

This highly technical and quantitatively-based study aims to investigate the strategy-affect interaction. The language vignettes. Faculty did, however, rank dynamic teaching style as more important than did the students. Students rank ordered the usefulness of assignments as more important than did faculty. Students and faculty tended to have similar views about the appropriateness of interactions between faculty and students, but they tended to emphasize different qualities. (SLD)

ED 448 629 HE 033 638

Louisiana State University and A&M College Graduating Class Profile for 1999-2000.
PUB DATE- 00
NOTE- 75p.; Produced by LSU and A&M College, Office of Budget and Planning.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Graduates; *Degrees (Academic); Enrollment; Higher Education; *Profiles; Racial Differences; Sex Differences; *Student Characteristics; Tables (Data)
IDENTIFIERS- *Louisiana State University Baton Rouge

This set of tables presents data about the graduating class at Louisiana State University and A&M College for the year 1999-2000. The tables are: (1) "Graduates by Degree Level and Gender"; (2) "Graduates by Enrollment Type, Division, Degree Earned, and Gender"; (3) "Graduates by Degree Level and Racial/Ethnic Category"; (4) "Graduates by Enrollment Type, Division, Gender, and Racial/Ethnic Category"; (5) "Graduates by Division, Enrollment Type, Curriculum, Racial/Ethnic Category, and Gender"; (6) "Graduates by Division, Enrollment Type, Curriculum, and Gender"; (7) "Graduates by Enrollment Type, Division, and Location of Permanent Home Address"; (8) "Summary of Graduates by Enrollment Type and Location of Permanent Home Address (Louisiana Students by State Region)"; (9) "Graduates by Enrollment Type and Location of Permanent Home Address (Louisiana Students by Parish and Out-of-State Students by State, Non-U.S. Citizens by Country of Citizenship)"; (10) "Graduates by Enrollment Type, Division, Degree Earned, Mean Cumulative Grade Point Average, Mean Cumulative Hours Carried, and Mean Cumulative Hours Earned"; and (11) "Baccalaureate Graduates Earning University Honors." (SLD)

ED 448 630 HE 033 639

District of Columbia College Access Act of 1999. Public Law 106-98, 106th Congress.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Education; *Federal Legislation; *High School Students; High Schools; Higher Education; *In State Students; *Out of State Students; Scholarships; Tuition; *Tuition Grants
IDENTIFIERS- *District of Columbia

This Act was passed to establish a program that enables college-bound residents of the District of Columbia to have greater choices among institutions of higher education. The Act provides that the District of Columbia, through the Mayor, will award grants to institutions of higher education in Maryland and Virginia that will pay the difference between the tuition and fees charged in those states for in-state students and examines how a PFU project might be structured and, where a PFI approach is not feasible, considers other approaches. The next section looks in more detail at risk transfer and value for money in relation to the principal risks inherent in a student accommodation project. Other sections examine the property issues involved, and at other issues related to student accommodation schemes. and at other issues that are specific to student accommodation schemes and which have arisen in the projects completed to date. Annex A considers guidance from a taskforce related to student accommodation projects, and Annex B lists some related guidance. (SLD)

ED 448 651   HE 033 660

Analysis of 2000 Financial Forecasts and Annual Operating Statements. Report.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Colleges; *Educational Finance; Expenditures; Federal Aid; *Financial Support; Foreign Countries; Government Role; Higher Education; *Income; *Operating Expenses
IDENTIFIERS- *England

This report provides a summary of financial projections for the higher education sector in England covering 1999-2000 to 2003-2004 and a summary of the sector's annual operating statements for 1999-2000 and 2000-2001. It is based on information provided by higher education institutions in July 2000. These forecasts were prepared before the outcome of the Government's 2000 spending review was announced and do not reflect additional funding announced then. The trend for an increasing proportion of income to higher education institutions being from nonpublic sources continues. The proportion could rise to 40% by 2003-2004, when nonpublic income across the sector should exceed 4,500 million pounds. Universities and colleges need to generate annual operating expenses to provide the positive cash flow for reinvestments and to fund future developments. Overall, the operating position is less than that considered necessary to provide for reinvestment and future development. Some suggestions are made to address the shortfall in operating surpluses, including seeking additional public and nonpublic funds, addressing the tendency of some institutions not to charge full costs for activities, and developing cost-sharing measures. Operating statements from institutions show that about four-fifths of the institutions are fully or mostly achieving the activities and targets they set for themselves in terms of widening participation and with regard to learning and teaching strategies. Of the 42 equipment-only projects planned by universities, around half were fully or mostly completed on schedule by the end of the 1999-2000 academic year. Six annexes contain the financial forecasts and some case studies of good practice. (SLD)

ED 448 652   HE 033 661

University of Wisconsin System Regent Policy Documents.
PUB DATE- 98
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

Remarks" (Teresa P. Hughes). (SLD)

ED 448 673 HE 033 684

Lubinescu, E. S.; Prabhu, R. P.; Terheggen, S. L.
Mapping Efficient Communication Networks in Higher Education.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication (Thought Transfer); Educational Theories; *Higher Education; *Networks

Some perspectives are presented that help explain communication networks in institutions of higher education and the factors that impede or facilitate their efficient functioning. The first theory that informs this exploration is that of K. Wieck (1969), which states that communication can be viewed through the lens of "sensemaking." The collective sensemaking of organizational players is based on communication that has been filtered or perceived selectively by key players. The theories of J. Pfeffer suggest that by assessing who holds the information and how much of this information they are willing to divulge, a communication network can be mapped to account for the gatekeeper role in an organization. Notions of coupling based on the work of H. Mintzberg provide a foundation from which to analyze communication networks. These combined perspectives provide an inclusive way of viewing communication networks and mapping a network that provides an institution with the greatest effectiveness and efficiency. (SLD)

ED 448 674 HE 033 685

Terheggen, S. L.; Prabhu, R. P.; Lubinescu, E. S.
From Product to Process: Enhancing Learning through the Use of Student Electronic Portfolios.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; Computer Uses in Education; Higher Education; *Portfolio Assessment; *Student Evaluation
IDENTIFIERS- *Electronic Portfolios

Three theoretical perspectives can be considered to ground the conceptualization of the use of student electronic portfolios. These include the Student Integration Model of V. Tinto (1987), the Theory of Involvement of A. Astin (1985), and the Innovation Design Theory of E. Rogers (1995). The use of portfolios moves the learning process from a teacher centered to a learner centered environment in which the student reflects on the process. Administrators will find student electronic portfolios helpful in the process of accreditation, and faculty members can use portfolios as tools for aligning teaching styles with learning styles for maximizing learning. Employers will also find portfolios useful in making decisions about hiring. (SLD)

ED 448 675 HE 033 686

Sevier, Robert A.
Strategic Planning in Higher Education: Theory and Practice.

and moving) and typical, rare, and difficult to diagnose cases. IDA provides the means for high quality, structured, and certified education and continuing education. (Contains 13 references.) (MES)

ED 448 695 IR 020 458

Adams, Sandra Honda; Jou, Richard; Nasri, Ahmad; Radimsky, Anne-Louise; Sy, Bon K.
Integrating Multimedia Techniques into CS Pedagogy.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Science Education; Computer Uses in Education; Courseware; Educational Technology; Faculty Development; Higher Education; *Multimedia Instruction; *Multimedia Materials; *Teacher Developed Materials; *Teacher Workshops
IDENTIFIERS- *Course Development; Illinois State University; National Science Foundation; *Technology Integration

Through its grants, the National Science Foundation sponsors workshops that inform faculty of current topics in computer science. Such a workshop, entitled, "Developing Multimedia-based Interactive Laboratory Modules for Computer Science," was given July 27-August 6, 1998, at Illinois State University at Normal. Each participant was expected to design and implement a small part of a laboratory module. This paper describes what five of the faculty members who participated have done with the knowledge obtained from the workshop. (Contains 22 references.) (Author/MES)

ED 448 696 IR 020 459

Aerts, A. T. M.; Bierhoff, P. F. M.; De Bra, P. M. E.
Web-CS: Infrastructure for Web-Based Competitions.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; *Computer System Design; Foreign Countries; Secondary Education; Secondary School Mathematics; Systems Development; *World Wide Web
IDENTIFIERS- *Contests; Hungary; Infrastructure; Netherlands

This paper presents a World Wide Web-based infrastructure for cooperation between many different parties. The infrastructure is designed for Web-based competitions involving an editorial board, designers of assignments or events, evaluators, different organizational layers, and contestants. Web-CS is entirely Web-based: all the communication between the cooperating parties is achieved through communicating Web-browsers and Web-servers (augmented with Java-applets on the client side and a database system on the server side). The first section of the paper introduces the organizational experience, adapting instruction, and learner models using case-based reasoning. System implementation is then described, including the client side, the server side, and the Intelligent FAQ (Frequently Asked Questions) information retrieval system. (Contains 18 references.) (MES)

ED 448 718   IR 020 481

Gunawardena, Charlotte
The Challenge of Designing and Evaluating "Interaction" in Web-Based Distance Education.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Uses in Education; Constructivism (Learning); *Distance Education; *Instructional Design; *Interaction; *Interaction Process Analysis; Models; Postsecondary Education; Teleconferencing; *World Wide Web
IDENTIFIERS- Knowledge Development; Learning Environments; *Web Based Instruction

The purpose of this paper is threefold: (1) to discuss issues related to the design of interaction on the World Wide Web using models of interaction developed for distance education; (2) to examine several techniques for the analysis of interactions and the quality of the learning experience in a computer-mediated group conference; and (3) to propose a model for analyzing the social construction of knowledge in such a group conference. The paper provides guidelines for both designers and evaluators of Web-based instruction. The definition of interaction in a computer mediated communication (CMC) environment is examined since definitions of interaction for interpersonal communication used by communication researchers to study face-to-face dialogue do not transfer well to the CMC context. Three types of interaction are discussed: learner-content, learner-instructor, and learner-learner. The strengths and shortcomings of the interaction analysis techniques that have been developed are pointed out, and a model for analyzing the quality of CMC interactions and learning experiences is proposed. The application of this model for analyzing interaction is briefly discussed. (Contains 17 references.) (MES)

ED 448 719   IR 020 482

Howland, Jane; Mayer, Christine
Tools of Innovation: Supporting Change through Online Web Solutions.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); *Computer Uses in Education;

course session on the management of intellectual property, asynchronous students were given access to the VHS tapes traditionally utilized, plus World Wide Web-based and CD-based (digital) lecture alternatives. The objectives of the comparison were: to determine student preferences; to ascertain the penetration of the computer technology necessary to utilize the alternative digital delivery methods; and to understand the usage patterns for the current videotapes to improve the design of future delivery systems. Students had two opportunities to express their preferences--a mailed survey administered immediately after the session and a less comprehensive follow-up assessment via the university's Faculty Course Questionnaire. With the mailed survey, students were asked for feedback in three categories: usage factors for VHS videotapes; preferences with respect to the digital delivery alternatives; and equipment barriers to utilizing the digital alternatives. Based on the survey results, approximately 50% of the students lacked convenient access to sufficient computer resources to take advantage of these alternate delivery mechanisms. (Contains 10 references.) (MES)

ED 448 741 IR 020 504

van Ouwerkerk, R. J.; Hoebe, M. N.; Oldersma, F. L.; Meijman, T. F.; van Oudenhoven-van der Zee, K. I.
Computer Based Instruction of Professional Psychological Skill Acquisition.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454. Figures contain very small and illegible font.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Courseware; Foreign Countries; Higher Education; Information Technology; *Instructional Design; Instructional Effectiveness; Material Development; *Multimedia Instruction; *Multimedia Materials; *Psychology; Skill Development; Student Attitudes
IDENTIFIERS- *Learning Environments; Netherlands

The developments in information technology and multimedia give new opportunities to increase the efficiency and quality of skills education. This paper presents three applications developed in the Netherlands to enhance professional skills learning in different areas of psychology: (1) BioPsy, an application developed to teach and train the technical and practical backgrounds for conducting biopsychological experiments; (2) PAMA (Dutch term Psychologische Analyse van Menselijke Arbeid translated as Psychological Analysis of Human Task Performance), a digital learning environment in which students can develop professional skills to analyze, evaluate, and (re)design human work; and (3) Selection, an application that teaches the development of skills to conduct personnel selection procedures. The applications use multimedia to enliven the course and to improve students' learning of skills. This paper illustrates the innovative features of the applications. Results are presented of the evaluation of students' experiences with the programs and of learning progress as a result of working with the programs. (MES)

ED 448 742 IR 020 505

Instruction; Higher Education; *Instructional Design; *Organizational Theories; Tables (Data); Theory Practice Relationship; World Wide Web
IDENTIFIERS- Collaborative Learning; University of Twente (Netherlands); *Web Based Instruction

This paper describes a series of experiments conducted within the context of a course on organizational theory that is taught at the Department of Management Sciences at the University of Twente (Netherlands). In 1997, a group-based learning approach was adopted, but after the first year it was apparent that acquisition and application of theory by student groups was inadequate. In an attempt to remedy this problem, a World Wide Web-based collaborative work environment was introduced in 1998 with the intention of encouraging students to read relevant theoretical material and to reflect more on what they had read. In addition to hosting a theory repository, the collaborative work environment was designed to control the flow of work and to enforce rules for groups' access to the output of other groups, based on their own performance. Further changes were made, and a third edition of the course was run and evaluated in 1999. A description of the educational setting and the Web-based theory repository is presented. The evaluation results over the period 1997-99 are presented and discussed. The extent to which the discipline of reading improved was evaluated, as were the effects on insight into theory. It turns out that the technical realization works well. Uptake of the instructional tasks for reflection, however, only takes place if these tasks are perceived as being helpful. (Author)

ED 448 763 IR 020 526

Zolti, Codrin; Voinea, Lucian; Dima, Gabriel; Miu, Ion; Profirescu, Marcel
Designing a Web-Based Distance Learning Environment Based on an Intelligent Tutoring System.
PUB DATE- 00
NOTE- 7p.; In: WebNet 2000 World Conference on the WWW and Internet Proceedings (San Antonio, TX, October 30-November 4th, 2000); see IR 020 507. Figure contains illegible type. "The Romanian National Higher Education Funding Council is kindly acknowledged for the financial support of this work."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Foreign Countries; Higher Education; *Instructional Design; *Instructional Development; *Intelligent Tutoring Systems; Models; World Wide Web
IDENTIFIERS- Learning Environments; Romania; *Web Based Instruction

This paper describes a distributed approach toward designing an Intelligent Tutoring System for the World Wide Web (WWW) at the University "Politehnica" of Bucharest (Romania). This approach was implemented in the EDIT Learning Environment and is defined by the following features: a WWW dedicated architecture, a distributed way of working both in the design and exploitation phases; reusability; a heuristic method to gather the needed information from all people involved in the project rather than from a limited number of experts; an integrated communication system; and cost effectiveness. Inter-human communication receives a great deal of attention, as it is an important speed up factor for the learning process. (MES)

DESCRIPTORS- Adult Education; *Aging (Individuals); *Baby Boomers; Community Resources; Community Satisfaction; Demography; *Futures (of Society); *Gerontology; Health Care Costs; *Health Services; Labor Force; Long Term Care; Older Adults; Older Workers; Population Growth; Population Trends; *Retirement; Socioeconomic Influences; Statewide Planning
IDENTIFIERS- *Minnesota

This briefing book and final report are products of Project 2030, a two-year Minnesota initiative to identify the impacts of the baby boom generation that begins turning 85 in 2030 and to prepare a state response to the changes that will accompany the aging of Minnesota's population. The briefing book, an introductory publication to Project 2030, presents basic statewide demographic facts and figures about the changes that will occur in the older population in Minnesota over the next 30 years, describes characteristics of Minnesota's future elderly, and provides supporting data and research. The final report incorporates material from community forums, surveys, roundtables, and staff research and analysis. The final report first discusses demographic realities faced between now and 2030. Most of the report focuses on identifying and discussing these four major themes for the state's preparation for 2030: helping boomers prepare for retirement, health and long term care, changing communities, and work force vitality. The discussion of each theme includes the importance of the theme, aging implications for existing and future trends, vision for 2030, policy directions, and 2030 milestones. The report also addresses the readiness of the state and the effects on other sectors. Its appendixes conclude an annotated bibliography of 15 Project 2030 publications and 25 references. (YLB)

ED 448 272 CE 081 006

Karl, Luis C.
An Evaluation of the Employee Training and Development Process for Nicolet Area Technical College's Basic Education Program.
PUB DATE- 00
NOTE- 43p.; Abstract of a Doctor of Education Practicum Paper, Nova Southeastern.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Adult Basic Education; *Adult Educators; *Evaluation Criteria; Faculty Development; Inservice Education; Job Training; Program Effectiveness; Program Evaluation; *Staff Development; *Teacher Education; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Nicolet Area Technical College WI

The adult basic education (ABE) program at Nicolet Area Technical College (NATC) evaluated its training and development (T&D) process for new basic education instructors. The study gathered monitoring and screening criteria that addressed valuable components for use in an instrument for validating effectiveness of the ABE program (T&D) process. The study determined that a discrepancy existed between the established criteria for excellent T&D programs and the programs being evaluated. These five procedures were used to complete the project: literature review; establishment of criteria to include in the evaluation instrument used to evaluate the current T&D program; evaluation committee meetings to collect data related to components of the current staff T&D process; establishment of the evaluation instrument for the ABE orientation process; and analysis of the value placed on current training practices in the ABE program process. A T&D

NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; *Attitudes; Career Education; *Education Work Relationship; Integrated Curriculum; *Job Skills; National Standards; *Occupational Clusters; *Occupational Information; Partnerships in Education; Postsecondary Education; Secondary Education
IDENTIFIERS- Career Paths; Dictionary of Occupational Titles; School to Work Opportunities Act 1994

New ways of work and new workers and workplaces need education and training systems and occupational classification systems based on the skills that different occupations share rather than on the industry sectors to which they belong. This new approach to providing occupational information (career majors or clusters or pathways) corresponds to requirements of the School-to-Work Opportunities Act and has been promoted for a long time as an approach to integration of academic and vocational content to prepare students for the workplace. Issues involved in career pathways include inconsistency in the clustering of occupations (both in career pathways and in occupational information systems), resistance to career pathways, and implementation problems. But there are success stories about overcoming barriers and concerns, and the Office of Adult and Vocational Education in the U.S. Department of Education has introduced 16 new career clusters and begun setting up partnerships to establish curriculum frameworks and standards for each cluster. The potential effectiveness of career pathways has been enhanced by the U.S. Department of Labor's new public online, skill-driven occupational information system O*NET, which replaces the task-driven "Dictionary of Occupational Titles." (This document contains an annotated bibliography listing 28 references, including four Web sites.) (KC)

ED 448 290 CE 081 051

Rowland, Michael L.
African Americans and Self-Help Education: The Missing Link in Adult Education. ERIC Digest No. 222.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adults; *Afrocentrism; *Blacks; Class Organization; Cultural Relevance; Curriculum; *Educational Needs; *Educational Theories; Females; Group Activities; Group Experience; Group Instruction; Grouping (Instructional Purposes); Instructional Program Divisions; Males; Models; *Relevance (Education); Self Actualization; Self Help Programs; Womens Education
IDENTIFIERS- African Americans

Self-help education and self-help literature is important in the lives of African American adults, but the basic models of learning, development, and program planning in adult education have often been developed with little concern for the unique

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; Blacks; *Career Education; Change Strategies; Community Development; Community Organizations; Cultural Differences; Cultural Pluralism; Definitions; Demonstration Programs; Disadvantaged Youth; Economic Development; *Economic Opportunities; Economically Disadvantaged; *Education Work Relationship; Educational Change; Educational Improvement; *Educational Opportunities; Educational Quality; Educationally Disadvantaged; Employment Qualifications; Entrepreneurship; Hispanic Americans; Indigenous Populations; Innovation; Job Skills; Minority Groups; Nonprofit Organizations; Nontraditional Education; *Partnerships in Education; Philanthropic Foundations; Poverty; Private Financia Secretarys Comm on Achieving Necessary Skills
IDENTIFIERS- Secretarys Comm on Achieving Necessary Skills

This report profiles 12 programs conducted as part of the Hitachi Foundation's Partnerships in Economic and Educational Opportunity Initiative. The introduction and overview explain the goals of the initiative, which was undertaken to improve the economic and career options available to young people who have traditionally been underserved by schools in making the connections from school to work. Next, 16 lessons learned from the projects, including the following lessons, are discussed: (1) community-based partnerships serve youth better; (2) flexibility counts; (3) understanding culture is key; (4) entrepreneurship is an option; (5) connect staff, volunteers, and culture; (6) public service yields public benefits; (7) meaningful work offers lasting value; (8) youth are a program resource; (9) cultivate innovative human resources; (10) alternative experience has value; and (11) commitment is key. Presented next are profiles of the programs, which were conducted in diverse rural and urban settings characterized by diverse economic, racial, and cultural conditions. All profiles contain an overview, lessons learned, challenges faced and overcome, and information about project planners and their roles. Concluding the report are a final set of lessons, a list of 10 generally available resources, and definitions of selected Secretary's Commission on Achieving Necessary Skills know-how and workplace competencies. (MN)

ED 446 309 CE 081 080

Food Production, Management, and Services. Reference Book and Student Activity Book.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Career and Technology Education.
PUB DATE- 00
NOTE- 838p.; Partially funded under Public Law 101-392, Carl D. Perkins. Updates ED 306 385. Lynn Perrin served as director of development for both volumes and staff writer for the Reference Book. Sonja D. Koukel served as staff writer for the Student Activity Book. A three-page 'crosswalk' of the Reference book with the 1993 Curriculum Guide (ED 376 284) is included.
LANGUAGE- English
EDRS Price- MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adjustment (to Environment); Behavioral Objectives; Career Development; Competence; *Competency Based Education; Cooks; Definitions; Dietetics; Dining Facilities; Education Work Relationship; Employment Opportunities; Employment Projections; Employment Qualifications; Equipment Utilization;

enhanced self-perceptions and were more empowered. They were more likely to interact proactively with the environment as a result of attending a lifeskills course, and they exhibited less stress. The project also resulted in the design of a user-friendly workbook for future courses. (Contains 254 references.) (KC)

ED 448 324 CE 081 097

Goldberger, Susan; Keough, Robert; Almeida, Cheryl
Benchmarks for Success in High School Education: Putting Data to Work in School-to-Career Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 63p.; Based on learning from Jobs for the Future's Benchmark Communities Initiative funded by the Pew Charitable Trusts, the DeWitt Wallace-Reader's Digest Fund, and the Ewing Marion Kauffman Foundation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Benchmarking; *Education Work Relationship; Educational Change; *Educational Improvement; *Evaluation Methods; High Schools; Measurement Objectives; Outcome Based Education; Outcomes of Education; Partnerships in Education; Program Development; Program Evaluation; Research Utilization; Secondary Education; Success

This book describes an effort by Jobs for the Future (JFF) to help communities keep their school-to-career reform efforts on track through a process of goal setting and measurement that sets realistic and achievable reforms while still building toward fundamental educational change. The process is called "benchmarking," and those involved must: (1) provide a concrete definition of what success looks like; (2) guide the selection of priority tasks and next steps in the reform process; (3) recognize and reward progress in implementing teaching practice and institutional designs that lay the groundwork for improved student outcomes, rather than fault teachers and schools for not achieving instant success; and (4) establish clear roles and responsibilities for school, district, business, and community partners, and mutual accountability for results. The book is organized in four parts. Part 1 describes one school district's use of performance measurement to guide and strengthen implementation of school-to-career education reform. Part 2 shows how benchmarking applies to each of the key players in the school-to-career enterprise in a way that uses measurement to build effective partnerships. Part 3 contrasts the measurement strategy of two JFF communities to illustrate how to use benchmarking to guide and drive the change process and how to tailor a benchmarking process to the local context and level of program development. Part 4 concludes with a discussion of benchmarking and what it can reasonably be expected to accomplish. (KC)

ED 448 325 CE 081 098

Where Are the Resources for Lifelong Learning? Education and Skills.
PUB DATE- 00
NOTE- 134p.; Related country reports available at

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Demonstration Programs; Enrollment; *Enrollment Influences; *Information Dissemination; *Job Training; *Lifelong Learning; Marketing; Outcomes of Education; *Participant Characteristics; Program Effectiveness; Program Evaluation; *Student Financial Aid
IDENTIFIERS- Educational Marketing

The Lifelong Learning Demonstration (LLD) in the Greater Baltimore area was designed to encourage adult workers to invest in education and training (ET) to upgrade their skills, productivity, and earnings. To test achievement of this objective, an evaluation estimated LLD's impact on school enrollments, number of credits earned, receipt and amount of financial aid, and receipt and amount of Federal Direct Student Loans. Over 200,000 people in the sample were randomly assigned to treatment and control groups. LLD did not have a statistically significant impact on educational outcomes during the two-year follow-up period. The treatment--a brochure providing comprehensive information on ET opportunities and making it easier to acquire more career, school, and financial aid information--was not a strong enough intervention to change workers' behavior. LLD did not have an impact on ET participation. Younger adults, females, single workers, workers with postsecondary degrees, and people with outstanding loans were more likely to participate in ET. Nearly 75 percent of students had some college education; over half were married; over half were over age 35; more than 70 percent worked for employers who offered tuition reimbursement; mature incumbent workers bore significant costs to participate in ET; and students made a number of lifestyle adjustments to participate in ET. (Contains 28 references.) (YLB)

ED 448 342   CE 081 128

Duscha, Steve; Graves, Wanda Lee
State Financed and Customized Training Programs. Research and Evaluation Report Series.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Office of Policy and Research.
PUB DATE- 99
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Government Role; Government School Relationship; *Inplant Programs; Instructional Student Costs; *Job Training; *Program Administration; Program Budgeting; Program Costs; *State Aid; *State Programs; *Vocational Education
IDENTIFIERS- *Customized Training

This document describes customized, employer-specific training programs for incumbent workers and new hires operated in 45 states. Unlike federal programs, state programs are economic tools to attract and retain jobs; are employer-, not worker-centered; have few requirements for targeting individuals; and train incumbent workers for new jobs or new job duties. Main issues facing state programs are identified. Following a 17-page narrative are 16 tables that illustrate national budget totals by year; top 10 states in total spending and per capita spending; change in incumbent worker training by state; characteristics of customized training programs, 1998-99; state programs funded by special VI-associated tax and tax increment

PUB DATE- 97
NOTE- 31p.; Tabloid-size original document has been copied in overlapping landscape pages for filming. For the English version of this document, see ED 412 468.
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *College Bound Students; *College Preparation; *Course Selection (Students); Educational Finance; Higher Education; Intermediate Grades; Junior High Schools; *Middle School Students; Middle Schools; *Paying For College; Student Development; Student Financial Aid

This Spanish language booklet, also available in English, provides "los cuatro pasos"--four steps that parents and children can take to ensure that students properly prepare for college. Step one discusses why it is important to go to college; reasons include better job opportunities, more earning potential, and the increased variety of jobs one can get with more education. Examples of jobs requiring two years, four years, or graduate school are listed. Step two covers courses that middle school students should take to prepare for college; learning algebra and geometry early is especially important. A chart provides a breakdown of the courses children should take and for how many years. "Usted no esta solo: ayuda para padres" provides resources and encouragement for parents who may not have been to college themselves. Step three looks at college costs and what students and parents can do to prepare for this significant expense. Step four, "Elpago de la universidad: Hay ayuda disponible, pero tambien ahorre" provides suggestions for paying for college. Government grants, work-study, federal loans, and other forms of financial aid are possibilities; other options include scholarships, foundation grants and loans, and military enrollment. (RJM/EMK)

ED 448 359   CG 030 506

Deadly Lessons: School Shooters Tell Why. Sun-Times Exclusive Report.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Bullying; Educational Environment; Elementary Secondary Education; Guns; Listening; *Prevention; *Psychological Patterns; School Security; *Violence
IDENTIFIERS- *School Shootings

This document represents a compilation of newspaper articles analyzing information shared by the Secret Service concerning 37 school shootings. The findings are presented to educate parents and teachers concerning what has been learned about violent students. It was determined that there is no profile of a typical youth who kills. The shooter is neither impulsive nor spontaneous, but sees the shooting as a way to solve a problem. The shooters told friends of their grievances and shared information about the violence they planned. Acquiring weapons was never a problem, since most youth had access to weapons in their homes. The articles point to the inherent problems associated with the current response schools are using to counter school shootings. They warn about over-reliance on metal detectors, SWAT teams, and zero-tolerance policies.

problem with a focus on the young driver. Chapter 2 reviews minimum-age 21 alcohol purchase laws and discusses what states and communities do to ensure their enforcement. Chapter 3 discusses zero tolerance statutes, which require zero or low blood levels for young drivers. The last chapter concerns graduated licensing, a system that slowly eases young drivers into traffic flow. (Contains 16 figures, 9 tables, and 99 references.) (JDM)

ED 448 380   CG 030 571

Nauta, Margaret M.; Kahn, Jeffrey H.
The Social-Cognitive Model Applied to Academic Performance and Persistence.
PUB DATE- 00
NOTE- 7p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *College Freshmen; Grade Point Average; Higher Education; *School Holding Power; *Social Cognition; Student Surveys

In this study 445 incoming freshman completed a questionnaire prior to arrival on campus about their outcome expectations with respect to successful college achievement and academic performance goals. During their second semester, 274 of these students responded to a questionnaire where Social-Cognitive Career Theory Constructs were again tested. In the fall semester of the second year, first- and second-semester GPAs were obtained for 255 of the enrolled students. An examination was conducted of the fit of Social Cognitive Career Theory's model of career and academic performance as applied to grade point averages (GPAs). Measures were also looked at to assess the ability of the social-cognitive variables to predict college persistence. Structural equation modeling suggested that the full performance model was not needed to predict GPAs. In the prediction of persistence, all measures of ability and academic performance and the social-cognitive variables assessed during students' second semester were significant predictors. Despite some limitations (low response rate; non-random missing data; a predominance of Caucasian and female respondents), this study presents several implications for intervention. Because the social-cognitive model may not explain all reasons a student leaves college, an integration of models may be most useful. (Contains 2 figures, 2 tables, and 14 references.) (JDM)

ED 448 381   CG 030 573

Kashdan, Todd B.; Jacob, Rolf G.; Pelham, William E.; Lang, Alan R.; Jennings, Richard J.; Gnagy, Elizabeth M.; Blumenthal, Jonathan D.
Parental Social Anxiety during an Experimental Parent-Child Learned Helplessness Procedure.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

IDENTIFIERS- *Myers Briggs Type Indicator

Social work educators are being called upon more often to deliver employee workplace seminars for community agencies on a variety of topics ranging from burnout and stress management to improving workplace communication and managing workplace conflicts. One tool that addresses workplace communication is the Myers-Briggs Type Indicator (MBTI). It is a personality inventory widely used in higher education and social work education because it emphasizes the positive aspects of personality instead of pathology. It has been utilized for personal, career, and marriage counseling; conflict and stress management; and team building. Social work educators use it to increase the self-awareness of social work students. The MBTI is a useful tool for social work educators to use in Employee Assistance Program workplace seminars because it offers a way to conceptualize employee preferences and strengths. Seminar participants regularly say the MBTI helped them identify and better understand workplace conflicts. This paper includes specifics about what the MBTI measures and information on access to testing. (JDM)

ED 448 401 CG 030 620

Aviles, Christopher B.
Implementing Mastery Learning in the Social Work Classroom.
PUB DATE- 01
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; College Students; *Curriculum; Curriculum Design; Higher Education; *Learning Strategies; *Mastery Learning; *Social Work; Teacher Expectations of Students; *Teaching Methods
IDENTIFIERS- Curriculum Alignment

Research studies rarely describe teaching methods in enough detail for instructors to discern how these methods may be implemented in their classrooms. The essential elements of the mastery learning teaching method are considered in terms of how they can be adapted in the social work classroom. They can be implemented in whole or part and structured in either simple or complex ways. The elements of the teaching method considered include: (1) choosing instructional content; (2) writing instructional objectives; (3) performing vertical and horizontal curriculum alignment; (4) composing evaluations; (5) feedback; and (6) criterion reference grading. Mastery learning is a flexible teaching method, and social work educators have the option of implementing only a few mastery elements into their usual teaching methods at a time. Since measuring student outcomes is a current concern in social work education, instructors can begin by clarifying what they teach and matching the testing and instructional time spent to what is expected of students. Social work educators who try mastery learning may find increased awareness and control over the essential content taught in their classrooms. (Contains 3 tables and 56 references.) (JDM)

ED 448 402 CG 030 622

Aviles, Christopher B.
Curriculum Alignment: Matching What We Teach and Test versus Teaching to the Test.
PUB DATE- 01

NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Reading; *Cognitive Processes; Primary Education; *Reading Achievement; *Reading Comprehension; *Reading Readiness; Reading Research; *Reading Strategies; State Standards; Student Evaluation
IDENTIFIERS- Cognitive Research

Southwest Educational Research Laboratory's (SEDL's) reading project examines early literacy in Grades K-2 and the prevention of early reading failure. The goals of this effort include the following: developing a framework of the cognitive foundations of learning to read that organizes research information; using that framework to organize information about K-2 reading assessment, instructional resources and strategies, and state standards; providing tools and resources that facilitate tracking student achievement data; and assessing the utility of the developed resources with practicing teachers. This framework, "The Cognitive Foundations of Learning to Read," was developed with external consultation over a 22-month period. The framework's content and the organization are derived from scientific research conducted in a variety of disciplines, such as education, linguistics, cognitive science, and psychology. The framework and the complementary resources were developed by SEDL staff in collaboration with 71 elementary teachers representing 7 elementary school campuses in 2 states, New Mexico and Texas. The framework contains the following sections: Creation of a Suite of Reading Resources; History of SEDL's Reading Project; Acknowledgments; SEDL's Framework and Complementary Resources; "The Reading Acquisition Framework: An Overview" (Wesley A. Hoover and Philip B. Gough); The Framework Elements (language comprehension, decoding, background knowledge, linguistic knowledge, phonology, syntax, semantics, decoding and the cognitive elements that support it, cipher knowledge, lexical knowledge, phoneme awareness, knowledge of the alphabetic principle, letter knowledge, concepts about print, reading comprehension, putting the pieces together); Using the Framework and Suite of Knowledge; and Glossary of Framework Elements. (NKA)

ED 448 421 CS 014 194

The Literacy Acquisition Portfolio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Decoding (Reading); Elementary Secondary Education; *Emergent Literacy; *Evaluation Methods; Language Skills; Listening Skills; Phonology; *Portfolios (Background Materials); *Reading Comprehension; Semantics; Spelling; *Writing Evaluation

This portfolio contains a literacy profile form for teachers to record students' progress, a reading folder to collect information on what students have read, a place to collect writing samples, and a listening/speaking/viewing folder. The literacy profile in the portfolio contains a chart to record baseline data, mid-year, and summative data for a variety of

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Class Activities; Elementary Education; *Literature Appreciation; *Reading Material Selection; Teaching Methods
IDENTIFIERS- *Response to Literature

This book offers teachers some information about many of the newest children's books as well as over 125 kid-tested and teacher-approved ways to extend these stories into other areas of the curriculum. It aims to enable teachers to enhance their professional judgment about using literature in the classroom; guide teachers toward getting their students "hooked on books"; aid teachers in designing opportunities for children to respond to literature; and suggest ways of making literature an even more valuable classroom resource. Part 1 sets the stage for using literature with children. Chapter 1, "Why Should I Use Literature in My Classroom?," describes the numerous values and benefits of using quality literature selections with children. Chapter 2, "A Response-Centered, Literature-Rich Classroom" helps those who work with children to understand how critical active involvement with literature is. Part 2 gives teachers the opportunity to look closely at themselves and their beliefs. In chapter 3, "Before Bringing Children and Books Together," readers are asked to consider their own personal philosophy about how children learn. Part 3, The Reality of Using Literature, examines the incorporation of literature into reading programs. Chapter 4, "Incorporating Literature into the Classroom," examines how teachers begin making the transition, and chapter 5, "Choosing Appropriate Books and Activities," gives readers the tools and guidance to select the books that are best for their audience. Part 4, "A Resource for Teachers: Practical Ideas," consists of chapter 6, "Kid-Tested and Teacher-Approved Literature Ideas," which provides resources to support teachers as they use technology to research literature related topics. An appendix offers six templates, patterns, and support for literature extensions. (RS)

ED 448 440   CS 217 254

Roberts, Patricia L.
Family Values through Children's Literature: Grades K-3. School Library Media Series, No. 20.
PUB DATE- 00
NOTE- 183p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Characterization; *Childrens Literature; Family Life; Friendship; Interpersonal Relationship; Learning Activities; Moral Values; Primary Education; *Reading; *Role Models
IDENTIFIERS- *Family Values; Reading for a Reason

This book gives teachers, librarians, parents, and others who work with children an annotated bibliography of children's books that contain characters who display positive family-oriented values in their relationships to others. Each chapter begins with a definition of a specific value, followed by a summary, sample activities and lessons for each book which will assist children in acting out the thoughts and feelings of selected characters to understand their own thoughts and actions. Chapters in the book are: (1) Acceptance; (2) Empathy; (3) Friendship; (4) Good Deeds; (5) Honesty; (6) Morals; (7)

designed to help teachers motivate children, understand how children learn to spell, develop a teaching strategy for spelling, and know which areas to concentrate on. Appended are criteria for evaluating a spelling program, and words for a spelling program. Contains approximately 100 references. (NKA)

ED 448 461 CS 217 344

Kountz, Carol
The Anxiety of Influence and the Influence of Anxiety.
PUB DATE- 98
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Higher Education; Interviews; Qualitative Research; *Teacher Role; *Writing Apprehension; *Writing Attitudes; *Writing Difficulties; Writing Research
IDENTIFIERS- Writing Contexts

A composition researcher collected stories from students with writing anxiety, using qualitative research tools of interview and interpretation. In literary theory it is not unusual to speak of anxiety of influence when referring to the torment of proving one is equal to a revered author. The critic Harold Bloom presented it as his theory of the anxiety of influence, the title of his 1973 book that became the first of four to explore rivalry among successive generations of authors. Teachers should de-sanctify texts by encouraging discussion of the assumptions that underlie them and the reception of readers and critics over time. The writing workshop can encourage participants to listen for craft in the work under discussion and to feel empathy for the student author. Open-ended, conversational interviews with two students illustrate how anxiety about writing takes different forms with different people. Writing from the anxious pens of "Donna" and "Lewis" finds fresh insight through strongly felt emotion, either compassion or anger. (NKA)

ED 448 462 CS 217 345

Ediger, Marlow
Student Journal Writing in Science.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Content Area Writing; Elementary Education; Expository Writing; Instructional Effectiveness; *Journal Writing; *Sciences; *Student Journals; *Student Motivation
IDENTIFIERS- *Science Writing

Journal writing in science can be productive and stress basic skills. Students need to be highly motivated to engage in journal writing, and since the world of science fascinates most learners, chances for motivation are good. The subject matter to be written about needs to relate directly to the ongoing unit of study. Dramatizations, both formal and creative, can have students writing play parts from printed script such as the basal text. The author/educator supervised student teachers

Communication Association (86th, Seattle, WA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Method (Teaching Technique); Discussion (Teaching Technique); *Ethical Instruction; *Ethics; Higher Education; *Interpersonal Communication; Student Development
IDENTIFIERS- Ethical Communication

The main objectives of teaching ethics in the Communication Training and Development class are to encourage students to think in ethical terms, and to simulate experiences that reflect the choices and consequences of ethical and unethical behavior. This paper outlines an evolutionary classroom process with eight separate teaching components. The paper presents three sample ethics cases which can be used effectively in class discussions. (NKA)

ED 448 485 CS 510 483

Farley-Lucas, Bonnie
Modeling and Facilitating in the Communication Training and Development Classroom.
PUB DATE- 00
NOTE- 6p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Communication Skills; Higher Education; *Interpersonal Communication; *Training Methods
IDENTIFIERS- Training Needs

This paper focuses on integrating "educational" and "training" approaches in the Communication Training and Development classroom. The paper discusses distinctions between the two approaches and the implications for instructors of the course. It offers 10 concrete suggestions for navigating between communication "education" and communication "training" approaches. According to the paper, "education" includes topics such as: adult learning theories, the scope and field of communication training and development, societal issues impacting training and development, organizational dynamics and politics, qualitative and quantitative approaches to needs assessment and evaluation, ethical issues in training and development, training modes, and training resources and technologies; in the "train-the-trainer" mode the instructor is required to provide/reinforce training in: interpersonal communication skills, presentation foundations, conducting needs assessment, techniques for measuring training and development outcomes, administering instruments, responding to trainees, and so on. (Contains 22 suggested resources.) (NKA)

ED 448 486 CS 510 484

Novek, Eleanor M.
Tourists in the Land of Service-Learning: Helping Middle-Class Students Move from Curiosity to Commitment.

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Charter Schools; *Educational Legislation; Educational Policy; Elementary Secondary Education; *Government School Relationship; Nontraditional Education; School Choice; *State Government

This booklet provides an overview of charter schools. It is part of a series which attempts to provide stakeholders resources on education-related topics of interest. The text opens with a description of the defining characteristics of charter schools, as well as what is not a charter school. Charter schools are based on the belief that a public school can serve students more effectively when freed from most state and local regulations. The booklet provides a brief history of these schools, starting with the first charter schools founded in Minnesota. It also gives a national overview of the charter-school movement, stating that one-half of all 50 states have passed some type of charter-school legislation, resulting in the opening of over 1,100 charter schools through fall 1998. The document looks at the legislative issues and the general interests that affect charters, along with other considerations, such as multiple sponsors, teacher certification, collective bargaining, funding, and special education. The bulk of the text features a state-by-state profile of the charter-school movement in the northeastern United States and includes contact information. The booklet closes with a list of frequently asked questions. (Contains 36 references.) (RJM)

ED 448 505 EA 030 764

Hale, Sylvie van Heusden
Comprehensive School Reform: Research-Based Strategies To Achieve High Standards. A Guidebook on School-Wide Improvement.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 227p.; The overview and school profiles videotapes are not available from ERIC. Produced with the Region XI Northern California Comprehensive Assistance Center.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Comprehensive Programs; *Educational Change; *Educational Improvement; Elementary Secondary Education; Instructional Improvement; *Strategic Planning

This guidebook provides a framework for planning schoolwide improvements. It is intended to help educators redesign schools, move beyond piecemeal reforms, and reconfigure entire academic programs to help every student meet challenging standards. The guidebook describes the context of comprehensive school reform and offers a process for conducting comprehensive data analysis, planning, and implementation. It includes tools and activities to facilitate planning and implementation, profiles of successful schools, and lists of additional resources. The first of nine sections offers an introduction and the purpose of the guide, which is followed by a discussion of the context of comprehensive school reform. The next five sections discuss the key elements of comprehensive school reform and include an explication of a demonstration program;

issues, and states have also begun to ask what are they getting for their money. (Contains 30 endnotes.) (DFR)

ED 448 525 EA 030 798

McComb, Jan
Small Schools. Issue Brief.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Attendance; Curriculum Problems; Discipline; Dropout Rate; *Educational Change; Elementary Secondary Education; Government Publications; Parent Participation; Public Schools; School Safety; *Small Schools; *Student Experience; *Teacher Student Ratio

This brief discusses the benefits of small schools and whether schools can be too small. For years, it was thought that larger schools could offer more comprehensive instructional programs of greater quality at lower costs than smaller schools. However, recent research indicates that larger may not be better, and that smaller schools may in fact be more productive and effective. Benefits include better attendance, lower dropout rates, better student attitudes, increased academic accomplishment, fewer discipline problems, increased adult connections, less cost per student, increased extracurricular activities, increased parental support, and better safety. However, can schools be too small? Studies have demonstrated that, ideally, high schools should have between 600 and 900 students. Research also supports earlier findings that school size is especially important for the most disadvantaged students. (Contains 12 references.) (DFR)

ED 448 526 EA 030 799

School Funding: From Equity to Adequacy. Policy Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Cost Effectiveness; Curriculum; Educational Change; Elementary Secondary Education; Equal Education; *Financial Support; *Legal Responsibility; Public Schools; School Districts; Standards; *State Aid; *Student Improvement

As states move toward higher expectations for student learning and stringent consequences for results, many school districts are demanding "reciprocity"--a level of resources and support they believe is needed to do the job. These demands are forcing policymakers to struggle with a difficult question: What kind and amount of resources does it take to enable all students to reach desired achievement levels? Issues of how to fund schools can no longer be treated separately from how to make them better. Funding debates and legal challenges that have long centered on "equity," or how to fairly distribute available money, must also tackle the more basic question of "adequacy"--

chance on giftedness and talent are discussed. (CR)

ED 448 545 EC 308 159

Shelton, Carla F.; Pollingue, Alice B.
The Exceptional Teacher's Handbook: The First-Year Special Education Teacher's Guide for Success.
PUB DATE- 00
NOTE- 189p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Accommodations (Disabilities); *Academic Standards; Access to Education; Curriculum Design; *Curriculum Development; *Disabilities; Educational Assessment; Educational Change; Educational Innovation; Elementary Secondary Education; *Individualized Education Programs; Student Evaluation
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997

This text presents a framework and strategies for ensuring that students with disabilities have access to the general education curriculum. Chapter 1 discusses standards-based reform and the links between standards and curriculum. The three domains of knowledge for ensuring access are also introduced: content knowledge, learning processes, and instructional design and adaptation. Chapter 2 examines what the general education curriculum really is and how it influences what happens day to day in a classroom. Chapter 3 discusses recent research on human learning and the implementation of this research for designing effective instruction. In Chapter 4, assessment strategies are discussed to help teachers know when a student is succeeding in the general curriculum as well as how to monitor progress. The following chapter provides strategies for developing an Individualized Education Program that provides access to the general education curriculum and discusses accommodations and modifications that might be necessary for students with learning problems. The last chapter discusses the contexts that must be created to support access and illustrates how teachers apply these principles and strategies in classrooms in four distinctly different school districts. An appendix provides a list of additional resources for teachers and administrators. (Contains 64 references.) (CR)

ED 448 546 EC 308 160

Nolet, Victor; McLaughlin, Margaret J.
Accessing the General Curriculum: Including Students with Disabilities in Standards-Based Reform.
PUB DATE- 00
NOTE- 129p.; Foreword by Vincent Ferrandino.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Accommodations (Disabilities); *Academic Standards; Access to Education; Curriculum; *Curriculum Design; *Disabilities; Educational Assessment; Educational Change; Educational Innovation; Elementary Secondary Education; *Individualized Education Programs; Student Evaluation

programs: (1) the nomination featured a program or practices that provide transition- or school-to-work-related services or instruction to students with disabilities, (2) the nomination provided sufficient information and evidence to understand the purpose, context, and activities of the program or practices; and (3) the nomination provided evaluation information to indicate the extent of implementation and the outputs and/or outcomes associated with that implementation. Following background information on the National Transition Alliance for Youth and Disabilities (NTA) Transition Practices Framework, the directory provides key information about the promising programs. The first items featured include the contact information, the program's mission, and organizational details. Information is then presented about the program's consumers, including the target populations and the disability areas represented by the consumers. Next, the NTA Transition Practices Framework categories addressed by each program are identified. Detailed descriptions of the programs and a summary of their evidence of success are included. Finally, success stories that describe students' experiences withsome of the programs are provided. The appendix includes the NTA nomination forms and an index of the profiled programs. (CR)

ED 448 564   EC 308 179

Alaska Special Education Handbook.
PUB DATE- 99
NOTE- 664p.
LANGUAGE- English
EDRS Price- MF03/PC27 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Accommodations (Disabilities); Assistive Devices (for Disabled); Charter Schools; Compliance (Legal); *Disabilities; Disability Identification; Educational Legislation; Elementary Secondary Education; Eligibility; *Federal Legislation; Financial Support; Graduation Requirements; *Individualized Education Programs; Private Schools; Referral; *Special Education; Staff Development; Student Evaluation; *Student Placement
IDENTIFIERS- *Alaska; Individuals with Disabilities Educ Act Amend 1997

This handbook provides guidelines for the operation of local special education programs for Alaskan children with disabilities. It addresses: (1) the Individuals with Disabilities Education Act (IDEA) Amendments of 1997 and basic concepts of special education; (2) identification of students with disabilities, referral, screening programs, and regular education intervention; (3) evaluation and eligibility for special education services; (4) development of the Individualized Education Program (IEP), participants in IEP meetings, guidelines on IEP preparation, content of the IEP, transition, assistive technology devices, charter schools, correspondence schools, private schools, juvenile and adult correctional facilities, review of the IEP, and IEPs for children from infant/toddler programs; (5) placement in the least restrictive environment; (6) program exit and graduation requirements; (7) procedural safeguards and confidentiality; (8) personnel and personnel development; (9) special education state and federal funding; and (10) compliance monitoring and maintaining student records. Appendices include forms for reporting federal data, child identification forms, evaluation

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Costs; *Educational Facilities Improvement; Elementary Secondary Education; *Public Schools; *School Effectiveness; *School Maintenance
IDENTIFIERS- *Facility Management; *Preventive Maintenance

This paper examines the impact current maintenance and operations (M&O) practices have on U.S. school performance and offers possible opportunities for improvement through the judicious use of technology and methodology. The paper also presents a regional comparative analysis of M&O costs across the country. A list of equipment and their service life is provided, as are suggested equipment to be considered for M&O programs, the financial benefits of preventive maintenance operations, and ways of integrating new M&O into existing plans. Final sections examine the budgeting of M&O processes in new school construction projects, and the steps school officials can take to implement a proper M&O plan that can avoid excessive costs, protect assets, and increase staff productivity. (Contains 16 references.) (GR)

ED 448 586 EF 005 889

Dudek, Mark
Architecture of Schools: The New Learning Environments.
SPONS. AGENCY- Sheffield Univ. (England). School of Architecture.
PUB DATE- 00
NOTE- 238p.; An imprint of Butterworth-Heineman, Ltd.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Design; Educational Finance; Foreign Countries; Politics of Education; *Preschool Education; *Primary Education; Public Schools
IDENTIFIERS- *Learning Environment; United Kingdom

This guide focuses on the architecture of the primary and preschool sector in the United Kingdom and broadly considers the subtle spatial and psychological requirements of growing children up to, and beyond, the age of sixteen. Chapter 1 examines the history, origins, and significant historical developments of school architecture, along with an overview illustrating the link between progressive educational ideas and experimental architecture. Chapter 2 explores the classroom environment and its importance to child development and learning, including the interweaving of esoteric factors such as the effects on behavior of color, light, and texture with the practical aspects of designing for comfort, health, and education. Chapter 3 analyzes and discusses the best new examples of school design within the wider architectural and political context. Chapter 4 examines the issues outside the classroom such as environmental factors defining healthy, comfortable buildings for education and the structure of school funding within the United Kingdom. The book also analyzes 20 school or educational buildings in diagrammatic and visual terms, revealing how wit and imagination applied in a discerning manner can be as inspiring as cutting-edge technologies adapted in previous eras. (GR)

ED 448 587 EF 005 890

Perkins, Bradford
Building Type Basics for Elementary and Secondary Schools.

learning strategies of the subjects were examined to find out the range and frequency of strategy use. The findings served as the basis for investigating the interactions with four affective learner factors: anxiety, self-concept, attributions, and motivation. The profile of the learner who uses strategies frequently is characterized by high motivation for learning English and by attributing success in learning to both effort and task enjoyment. Language learning strategy use was shown to be associated with all four affective learner factors. (Contains 5 charts, 13 tables, and 40 references.) (KFT)

ED 448 608 FL 026 543

Dycus, David, Ed.
Literacy across Cultures, Spring/Summer 2000.
PUB DATE- 00
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Communicative Competence (Languages); Computer Uses in Education; Elementary Secondary Education; English (Second Language); Interviews; *Learning Strategies; *Literacy Education; Poetry; Professional Development; Reading Instruction; Second Language Instruction; Second Language Learning; Teaching Methods; World Wide Web; Writing Skills

Literacy across Cultures, the journal of the Foreign Language Literacy Special Interest Group, a special interest group formed within the Japan Association for Language Teaching, seeks to network people, ideas, theory, practice, and experiences that can help lead to a better understanding of foreign language literacy. This issue contains six articles and two book reviews. The articles include the following: "Automaticity Theory and EFL in Japan: With Some Specific Applications for Reading" (Fumiko Yoshimura); "Selection of Reading Texts: Moving beyond Content Schema" (Maya Khemlani David, Lynne Norazit); "Language Learning Strategies and Language Use Applied to Foreign Language Reading and Writing: A Simplified Menu Approach" (Anthony S. Rausch); "The Promise and Practice of Extensive Reading: An Interview with George Jacobs and Willy Renandya, SEAMEO Regional Language Center (RELC), Singapore" (Andy Barfield); "Expressive Writing Skills Enhanced through the Use of Poetry" (Prisca Molotsi); and "On-Line Newspapers as a Source of Language Teaching Material" (Paul Wringer, David Dycus). The issue also includes reviews of two books: "A History of Reading," reviewed by John Lindberg; and "Conversations of the Mind: The Uses of Journal Writing for Second Language Learners," reviewed by Michael Carroll. (Contains 2 tables, 2 figures, 19 suggested Web links, and 52 references.) (KFT)

ED 448 609 FL 026 544

Iwami, Ichiro
Direct Effects of School-Based Communicative Learning.
PUB DATE- 00
NOTE- 13p.; On JALT 99 Teacher Brief, Teacher Action: Connecting Research and the Classroom.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Communicative Competence (Languages); English;

those paid by out-of-state students, thus guaranteeing that students from the District of Columbia will pay in-state tuition and fees in those states. No more than $10,000 each year and a total of $50,000 may be paid on behalf of each student from public schools, and no more than $2,500 for each award year and a total of $12,500 may be paid on behalf of students from private schools. Provisions of the law define eligible institutions and students and authorize necessary appropriations. The Act also authorizes appropriations for the University of the District of Columbia. (SLD)

ED 448 631 HE 033 640

AACSB Pocket Guide: Management Education in U.S. Schools of Business.
PUB DATE- 00
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrator Education; *Business Education; College Faculty; Higher Education; *Institutional Characteristics; School Demography; Student Characteristics; Teacher Characteristics

This guide provides data and information about management education in U.S. schools of business. It was created to inform internal and external stakeholders about important aspects of business schools and to enhance public understanding of the management education industry. The 50 tables describe areas ranging from faculty and student demographics to information technology. Selection of data and information was based on availability, currency, and expressed interest. Data about corporate-based management education programs are not included, and the attention to distance education in the guide is limited and focused on colleges and universities. The guide includes details about other sources of information about management education. (SLD)

ED 448 632 HE 033 641

Direct Loan System Requirements: Checklist for Reviewing Systems under the Federal Financial Management Improvement Act. Financial Management Series.
PUB DATE- 00
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Finance; *Government Role; Higher Education; *Loan Repayment; *Program Evaluation; *Student Loan Programs
IDENTIFIERS- *Direct Lending

This checklist reflects the requirements of the revised Direct Loan System of the Joint Financial Management Improvement Program to assist agencies in implementing and monitoring their direct loan system and to help managers and auditors review their direct loan systems to determine if they comply with the Federal Financial Management Improvement Act. Filling out the

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Education; *Administrators; College Environment; Colleges; Educational Administration; *Educational Policy; *Higher Education; *Personnel Management; Position Papers; Student Welfare
IDENTIFIERS- *University of Wisconsin System

This collection contains Regent policy documents from the University of Wisconsin system. The policies represent significant policies approved by the University of Wisconsin System Board of Regents. The document, which is intended to serve as a ready reference for those charged with carrying out Board policy, groups the policies into 85 categories, including policies on academic programs, administrative and personnel matters, and policies related to student admission and campus life. The oldest policies date from 1971; the latest in this collection are from 1997. Appendix A is an alphabetical index sorted by key words and phrases, and appendix B is a sequential index. (SLD)

ED 448 653 HE 033 662

Ridley, Dennis R.; Brown, Bill
Tapping the Employee-Alumnus: The Loyal Alumni View of Why Students Stay.
PUB DATE- 93
NOTE- 15p.; Paper presented at the Annual Meeting of the Virginia Assessment Group (Charlottesville, VA, November 3, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *College Graduates; Dropouts; Employees; Higher Education; Interviews; *School Holding Power; *Student Attitudes

At a small liberal arts college, interviews were conducted with 24 current employees who had graduated from the college. The study was intended to be a source of insight into why these individuals enrolled at the school and why they stayed at the college. An additional focus was on how student affairs and academic affairs staff collaborated on issues that have applicability anywhere. The interviews were a rich source of insights about the student experience. Most of these students felt that faculty and peer relationships had helped them decide to stay at the college, and those who said they had never thought of leaving felt comfortable on campus and thought that they were making good progress toward their goals. Some issues are identified for the college's Enrollment Management Commission, including the concerns of black students and commuter students, the role of extracurricular activities, and the educational environment. The interview protocol is attached. (SLD)

ED 448 654 HE 033 663

Aviles, Christopher B.
Mastery Learning in Higher Education: A Bibliography.
PUB DATE- 01
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Higher Education; *Mastery Learning; Research Reports; *Social Work; *Teaching Methods

Social work education journals do not always include research

PUB DATE- 00
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; *Educational Administration; *Higher Education; *Strategic Planning; Theories
IDENTIFIERS- Reform Efforts

This book contains theoretical background and provides information to assist administrators engaging in strategic planning for institutions of higher education. Strategic planning must be systematic; it involves choosing specific priorities and making decisions about short-term and long-term goals. Engaging key stakeholders in identifying priorities allows broad consensus building which results in enhanced accountability and ensures that a strategic plan will be used for guidance. The chapters are: (1) "A Changing Environment"; (2) "The Idea of Planning"; (3) "Organizational Culture, Paradigms, and the Fear of Change"; (4) "Leaders and Their Followers"; (5) "Overview of the Strategic Planning Process"; (6) "Laying the Foundation"; (7) "Clarifying Your Mandates, Core Values, and Mission"; (8) "Establishing a Vision for the Future"; (9) "Conducting a Situational Analysis"; (10) "Identifying Strategic Issues"; (11) "Developing Strategy"; (12) "Implementing the Strategic Plan"; and (13) "Conclusion." Chapters 6 through 12 outline the key steps in the strategic planning process. Nine appendixes contain supplemental information about resources and techniques for strategic planning. (Contains 14 tables, 36 figures, and 242 references.) (SLD)

ED 448 676 HE 033 687

Mulvey, Patrick J.; Langer, Casey
Graduate Student Report, 1998: First-Year Students. AIP Report.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; *Astronomy; *Career Choice; *Graduate Students; Graduate Study; Higher Education; *Physics; Profiles; *Student Characteristics; Student Financial Aid

This report describes the population of newly enrolled graduate students in physics and astronomy who were at their current institutions for a year or less in fall 1997. The report contains information on student characteristics and explores the decision making process and critical transition points for entering graduate students. The report also voices key aspects of the early graduate student career. In fall 1996, 2,423 first-year physics students and 143 first-year astronomy students entered a graduate program in the United States. Responses from a student survey completed by 1,030 students provided much of the data for this report. Foreign students now comprise half of the first-year student enrollments at graduate physics departments and 30% of the first-year students at astronomy departments. Virtually all of the students in Ph.D. departments receive some type of financial support. More than one-quarter of these students thought that their undergraduate educations had not prepared them adequately for graduate school, and women were twice as likely to feel underprepared. By the end of the structure of Web-based competitions in general. The second section describes the Hungarian KoMaL (Kozepiskolai Matematikai es Fizikai Lapok, i.e., a mathematical and physical journal for secondary schools) competition, the requirements for Web-CS, and comparable systems. The third section presents the Web-CS architecture, including system components, basic module structure, and document formats and file-uploading. (Author/MES)

ED 448 697 IR 020 460

Baldwin, George
The Evolution of Electronic Pedagogy in an Outcome Based Learning Environment: Learning, Teaching, and the Culture of Technology at California's Newest University--CSU Monterey Bay.
PUB DATE- 99
NOTE- 8p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454. An extended version of this paper with full text of all citations and links is located at the author's Web site: http://indian.monterey.edu/gbaldwin.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Computer Uses in Education; *Distance Education; *Educational Technology; Higher Education; Instructional Innovation; Models; *Outcome Based Education
IDENTIFIERS- *California State University Monterey Bay; Learning Environments; *Technology Utilization

California State University Monterey Bay (CSUMB) is the newest university in the CSU system. CSUMB's vision statement distinguishes the institution from others in the system by promoting learning paradigms of Outcome Based Education (OBE) and communication technologies of distributed learning (DL). Faculty are committed to the experimental use of technologies as resources to people, catalysts for learning, and providers of increased access and enriched quality learning. The university begins its fifth year in its commitment to create a culture of innovation in conceptual design and organization, embracing OBE and DL paradigms. This formative narrative of the institution's experiences concludes that: CSUMB has had difficulty finding faculty with sufficient pedagogical experience with multimedia teaching tools and OBE to move directly to the new paradigm; and the organizational structure of University Learning Requirements (ULR) committees has mandated assessment by courses rather than a true OBE approach. (Author/MES)

ED 448 698 IR 020 461

Bhattacharya, Madhumita
A Study of Asynchronous and Synchronous Discussion on Cognitive Maps in a Distributed Learning Environment.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Mapping; Comparative Analysis; *Computer Mediated Communication; Cooperative Learning; Distance Education; Foreign Countries; *Group Discussion; Listservs;

Distance Education; *Educational Technology; Elementary Secondary Education; Higher Education; *Instructional Innovation; Preservice Teacher Education; Problem Based Learning; Questionnaires; *World Wide Web

IDENTIFIERS- Learning Environments; Stages of Concern about the Innovation; Technology Implementation; *Technology Plans; *Technology Utilization; University of Missouri Columbia; Web Sites

This paper discusses online tools that support an essential element of technology planning--the staff responsible for integrating technology in their curricula. Two solutions using different strategies to address the critical area of support for technology implementers are examined, i.e., the online Stages of Concern about the Innovation Questionnaire (SoCQ) and TechConnect. The SoCQ tool assesses staff concerns about innovation use as a first step in identifying and developing appropriate assistance. Two applications of use of the SoCQ are described: preservice administrators using an online problem-based learning environment, and teachers implementing online curriculum. TechConnect, a World Wide Web site for sharing stories about technology use in educational environments, illustrates a mechanism for supporting change and technology use through creating a networked community of users. The development and use of these change tools at Planet Innovation is also described. Planet Innovation is a grant-funded organization at the University of Missouri-Columbia that offers online solutions for technology planning and implementation, especially in K-12 schools. (Contains 19 references.) (MES)

ED 448 720 IR 020 483

Jansen, Bernard J.; Spink, Amanda; Saracevic, Tefko

The Use of Relevance Feedback on the Web: Implications for Web IR System Design.

PUB DATE- 99

NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Feedback; *Information Retrieval; *Relevance (Information Retrieval); *Search Strategies; Systems Development; Tables (Data); World Wide Web

IDENTIFIERS- *Search Engines; Transaction Log Analysis

This paper reports on a transaction log analysis of 51,473 queries from 18,113 users of Excite, a major World Wide Web search engine. Approximately 2,500 of these queries were from the use of relevance feedback. Given the high level of research activity and historical success of relevance feedback in assisting users in locating relevant information, this is a small percentage of usage. In order to investigate this phenomenon on the Web, users' sessions that contained relevance feedback queries were analyzed. States and patterns in these sessions were identified, and the sessions were classified as successful or not. This analysis provides insight into the current use of relevance feedback on the Web, its success or failure, and why it is so seldom utilized. The conclusions are related to system design of information retrieval systems on the Web. (Author/MES)

ED 448 721 IR 020 484

Verhoeven, B.; Duval, E.; Olivie, H.
A Generic Metadata Query Tool.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454. Some figures contain very small and illegible font.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Interfaces; *Computer Software Development; Computer System Design; Databases; *Information Retrieval; User Needs (Information)
IDENTIFIERS- Graphical User Interfaces; *Metadata; *Query Processing

This paper discusses a generic query tool that enables an end user to query a metadata store through filters that impose search criteria on attributes. The Metadata Query Tool (MQT) is generic in the sense that it dynamically creates its user interface, based on configuration files that define the metadata scheme and the query functionalities. Although, in principle, the tool can be used to query any relational database, it has been specifically developed to query educational metadata stored in the ARIADNE Knowledge Pool System. The first section of the paper is an introduction, followed by a section that describes the approach to filter-based queries. The third section explains the configurable aspect of MQT, both with respect to the metadata scheme, as well as with respect to the graphical user interface. Some details on the queries generated by MQT are presented in the fourth section. The fifth section covers some user interface aspects. The sixth section gives an overview of related research and tools. The current status is presented in the seventh section. (Contains 11 references.) (MES)

ED 448 743 IR 020 506

Wentling, Tim L.; Johnson, Scott D.
The Design and Development of an Evaluation System for Online Instruction.
PUB DATE- 99
NOTE- 7p.; In: WebNet '99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer System Design; *Computer Uses in Education; *Distance Education; *Evaluation Methods; Higher Education; *Instructional Development; Instructional Effectiveness; Instructional Improvement; Models; Program Evaluation; *Systems Development
IDENTIFIERS- Conceptual Models; *Performance Support Systems

This paper describes the conceptualization and development of an evaluation system that can be used to monitor and evaluate online instructional efforts. The evaluation system addresses concerns of both program administrators and course instructors. Computer technology is used to provide partial automation to reduce respondent burden and to efficiently use evaluation resources. The activities of the project reflect major efforts to obtain information, design components of the evaluation

ED 448 764 IR 020 527

Wade, Vincent P.; Lyng, Mary
An Automated Evaluation Service for Educational Courseware.
PUB DATE- 00
NOTE- 7p.; In: WebNet 2000 World Conference on the WWW and Internet Proceedings (San Antonio, TX, October 30-November 4th, 2000); see IR 020 507.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Software Evaluation; Computer Uses in Education; *Courseware; Design Preferences; *Evaluation Criteria; *Evaluation Methods; Foreign Countries; Higher Education; Instructional Design; *Questionnaires; Student Surveys; World Wide Web
IDENTIFIERS- *Usability

This paper proposes an automated, third party World Wide Web (WWW)-based evaluation service (i.e., an online questionnaire) that focuses on usability issues of WWW-based courseware and can be used by any WWW course instructor/student. Requirements related to the usability of educational systems are summarized, including the learning environment, layout requirements of a learning interface, and presentation of instructional material components (i.e., textual material, non-textual material, and color). A table presents evaluation criteria and a comparison with other questionnaires. Advantages of the evaluation service over other questionnaires are described. Results are presented of employing this evaluation service twice on a subsection of an already proven WWW-based courseware system and once on an entire courseware offering. The paper concludes with an assessment of the benefits of using such an evaluation service to improve WWW-based courseware. (Contains 21 references.) (MES)

ED 448 765 IR 020 531

Rephann, Terance J.
Technology Literacy Challenge Grant Evaluation, July 1999--September 2000.
PUB DATE- 00
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Literacy; *Computer Uses in Education; Curriculum Development; Educational Technology; Professional Development; *Program Evaluation; Teachers; Training
IDENTIFIERS- Technology Integration

The Technology Infusion Program, evaluated in this report, was created to provide computer software and hardware training and consulting to teachers and students enrolled in Allegany County (Maryland) public and several private schools. The goals of the program were to provide professional technology support services that improve teacher technology skills, result in curriculum integration of technology, indirectly affect student use/knowledge of technology, and assist student acquisition of knowledge and exercise of problem solving skills in all areas of the curriculum. The major finding of the study is that the program substantially achieved its goals. This report is divided into nine sections. The first section describes the manner in which teacher training needs were determined. The second section details ways in which the technology infusion evaluation instrument was implemented to compare current program practices at NATC's ABE program to established benchmark components in effective staff T&D programs. NATC's ABE program was found not to have an effective T&D process for its staff. (Appendixes include ABE T&D committee, ABE T&D process at NATC, and the T&D evaluation instrument. Contains 12 references.) (YLB)

ED 448 273 CE 081 007

Pucel, David J.
Beyond Vocational Education: Career Majors, Tech Prep, Schools within Schools, Magnet Schools & Academies.
PUB DATE- 01
NOTE- 161p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Education; *Articulation (Education); Career Academies; *Career Education; Community Programs; *Educational Change; Educational Cooperation; *High Schools; House Plan; Integrated Curriculum; Magnet Schools; Partnerships in Education; Problem Based Learning; Program Effectiveness; Program Evaluation; School Community Relationship; *Tech Prep; Vocational Education
IDENTIFIERS- Contextual Learning

This book provides a rationale, model, and procedures for implementing change in high schools. Focus is on adoption of applied, context-based, community-based education that eliminates competition between academic and vocational education and promotes cooperation in creating career-based education. Chapter 1 provides a review of how this type of education has evolved and a rationale for why it has become a central focus of educational reform. Chapter 2 presents an overview of current school reform formats that embrace these reform elements, e.g. career majors, Tech Prep, schools-within-schools, magnet schools, and academies. Chapter 3 details how to establish career majors as organizers for a school's curriculum and to identify the courses to be part of career major programs, Tech Prep programs, academies, and magnet schools. Chapter 4 focuses on detailing and developing each course within the major. Chapter 5 discusses integrating and articulating the curriculum. Chapter 6 presents a general overview of community-based activities and major forms of community-based experience programs, along with each of their school and community-based components and characteristics, and discusses the partnerships essential to successful programs. Chapter 7 addresses evaluating program effectiveness. Many examples, planning worksheets, checklists, and assessment guides make the book practical and easy-to-use. (YLB)

ED 448 274 CE 081 026

Nash, Andy; Smith, Cristine
From the Margins to the Mainstream: An Action Agenda for Literacy. Guide for a Two- or Three-Hour Group Discussion and Planning Meeting.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 00

needs of African Americans. In addition, current theories of adult learning often lack understanding of culture and the role that race, economics, and gender play in the learning transaction. For example, some critics argue that three of the main theories of adult education--andragogy, self-directed learning, and perspective transformation--focus heavily on the individual and do not recognize the value of groups, as an Africentric perspective would. An Africentric perspective should be considered in developing models for learning and development. Africentric books present sensitive issues and point out those hidden barriers that only other African Americans who have experienced them first hand would know. The emphasis on self-actualization or student-centered learning has been the mainstay of the African American community; from the days of slavery, African Americans have had to develop coping skills just to stay alive. Self-help and adult education are models exemplified by such men as Booker T. Washington and W.E.B. Dubois. Given the need for self-help education in the lives of African Americans, adult educators can conduct research to discover the applicability of the mainstream models of self-help for African Americans and learn to use new Africentric models. (Contains 15 references.) (KC)

ED 448 291   CE 081 052

Brown, Bettina Lankard
Is the GED a Valuable Credential? Myths and Realities No. 10.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Comparative Analysis; Dropout Research; *Dropouts; *Educational Attainment; *Educational Benefits; *High School Equivalency Programs; *High School Graduates; High Schools; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Salary Wage Differentials; Wages
IDENTIFIERS- *General Educational Development Tests

A literature review explored the differences between the high school diploma and GED (General Educational Development) credentials and the value of receiving one in comparison to the other. The study found that GED recipients and high school seniors who take the five tests constituting the GED score similarly, but that test achievement does not signify educational equivalency. Skill disparities occur because high school graduates spend about four times as much time in classes as GED students, and GED students often have problems related to attitudes, values, and behaviors that led to their dropping out of school. The study also found that individuals earning a GED instead of a high school diploma earn substantially lower earnings long term. The study determined that the greatest benefit of obtaining a GED is the potential it offers for continuing education and training. Most GED recipients achieve grades that are almost comparable to those of high school graduates, especially in 2-year and technical programs. However, fewer GED holders than high school graduates who go on to 4-year colleges receive their diplomas. In general, it is less likely that GED recipients will be more successful than high school graduates, but they do achieve more than dropouts. Not withstanding the lack of economic advancement, GED recipients tend to experience other successful outcomes

Food; Food Handling Facilities; *Food Processing Occupations; *Food Service; Food Standards; Foods Instruction; High Schools; Home Economics Skills; Job Skills; Labor Force Development; Learning Activities; Managerial Occupations; Marketing; Nutrition; Occupational Clusters; Occupational Home Economics; Occupational Safety and Health; Personnel Management; Productivity; Public Relations; Sanitation; *State *Family and Consumer Sciences; *Texas

IDENTIFIERS- *Family and Consumer Sciences; *Texas

This student activity book and reference book, which are part of a family and consumer sciences education series focusing on a broad range of employment opportunities, are intended for use in one- and two-year food production, management, and services programs for Texas high school students. The reference book provides information needed by employees in the food service occupational area. Each chapter includes the following components: (1) a list of the Texas Essential Knowledge and Skills that are discussed in the chapter; (2) a list of chapter vocabulary; (3) italicized, bold-faced vocabulary terms with definitions or explanations; (4) illustrations of equipment and procedures used in the industry today; (5) boxes posing "essential questions" about the materials presented; and (6) chapter highlights. Concluding the reference book are a 22-item reference list and an index. The student activity book provides a variety of pencil-and-paper activities designed to correlate with and reinforce the concepts presented in the reference book. Both books contain 40 chapters that are organized under the following eight broad content areas: the food service industry; quality food service; safety and sanitation; nutrition; tools, equipment, and supplies; food preparation; food service management; and marketing and public relations. (MN)

ED 448 310   CE 081 081

Services for Older Adults. Reference Book and Student Activity Book.

SPONS. AGENCY- Texas Education Agency, Austin. Div. of Career and Technology Education.

PUB DATE- 00

NOTE- 521p.; Partially funded under Public Law 101-392, Carl D. Perkins. Debbie Mumme served as director of development and staff writer for the Reference Book. A two-page 'crosswalk' of the Reference book with the 1993 Curriculum Guide is included.

LANGUAGE- English

EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Adjustment (to Environment); Adult Day Care; Aging (Individuals); Behavioral Objectives; Career Development; *Caregivers; Caseworker Approach; Caseworkers; Civil Rights Legislation; Competence; *Competency Based Education; Consumer Education; Consumer Science; Counseling Techniques; Definitions; Dietetics; Education Work Relationship; Elder Abuse; Employment Opportunities; Employment Projections; Employment Qualifications; Equipment Utilization; Federal Legislation; Health Promotion; High Schools; Home Economics Skills; Home Health Aides; Hospices (Terminal Care); Human Services; Job Skills; Learning Activities; Nutrition; Occupational Home Economics; Occupational Safety and Health; *Older Ad *Family and Consumer Sciences; *Texas

IDENTIFIERS- *Family and Consumer Sciences; *Texas

This student activity book and reference book, which are part of a family and consumer sciences education series focusing on a

http://www.oecd.org/els/education/docs.htm. Report drafted by Andy Green, Ann Hodgson, and Gareth Williams, with elaboration by Gregory Wurzburg.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Adult Basic Education; Adults; *Cost Effectiveness; Developed Nations; Education Work Relationship; *Educational Benefits; Educational Demand; *Educational Finance; Educational Resources; Educational Supply; Foreign Countries; Geographic Location; *Lifelong Learning; Outcomes of Education; Partnerships in Education
IDENTIFIERS- *Organisation for Economic Cooperation Development

Based on country reports from a meeting of education ministers from 11 Organisation for Economic Cooperation and Development (OECD) countries, this book discusses the extent to which lifelong learning for all can be made a reality, including consideration of these three issues: (1) what lifelong learning means and how ambitious or how modest the vision of lifelong learning is; (2) whether lifelong learning can deliver greater value for money, thus strengthening the economic and social incentives to invest in lifelong learning; and (3) whether net new financial resources can be found in the public and private sector, possibly by making it easier to pay out of past savings or future benefits. Chapter 1 provides an overview of the progress in countries towards specifying what is meant by lifelong learning for all and what its implementation implies. Chapter 2 reviews the situation and developments that impinge on rate of return to lifelong learning, the strength of the incentive for various actors to invest in lifelong learning. Chapter 3 considers the means by which various actors pay for lifelong learning, the extent to which those means interact with the incentives to improve value for money, and the possibility of finding net new financial resources. Chapter 4 draws summary conclusions and identifies unresolved issues. Three appendixes provide information on estimating lifelong learning gaps, estimates of participation gaps in 11 countries, and estimated costs of closing participation gaps. (KC)

ED 448 326 CE 081 099

Boland, Kathleen A.; Sosland, Abby; Fishman, Michael E.; Gardiner, Karen N.
Success in the New Welfare Environment: An Assessment of Approaches in HUD's Employment and Training Initiatives.
SPONS. AGENCY- Department of Housing and Urban Development, Washington, DC. Office of Policy Development and Research.
PUB DATE- 00
NOTE- 208p.; Prepared by ICF Consulting.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Daily Living Skills; Day Care; Early Childhood Education; Education Work Relationship; *Employment Programs; Government Role; Health Education; Housing; Housing Needs; *Housing Opportunities; *Job Training; Poverty; *Program Effectiveness; Program Evaluation; Substance Abuse; Success; *Welfare Recipients; *Welfare Services
IDENTIFIERS- *Department of Housing and Urban Development; Welfare Reform

With the transformation of the welfare system, the U.S. Department of Housing and Urban Development (HUD) reviewed the bonds; state programs where colleges are the only training provider; spending by region; and budget comparisons for 7 regions. A section with state data provides a report for each state that includes 1998-99 budget and per capita spending; year program created; money for incumbent worker training and for new hire training; state overview; source of money; company and trainee targeting; typical training amounts; limits on training or project amounts; state program administration and staff; application process, training project administration, and providers; limits on types of training; and welfare-to-work training. Historical budget detail is provided. No information is provided for Montana, New Hampshire, and Wyoming. Only historical budget detail is provided for New York and Oregon. (YLB)

ED 448 343 CE 081 129

D'Amico, Ronald; Kimball, Mary; Midling, Michael; Smith, Pamela L.; Bruno, A. Lee; Johnson, Michele L.
Evaluation of the School-to-Work Out-of-School Youth Demonstration and Job Corps Model Centers. Final Report for the Job Corps Model Centers. Research and Evaluation Report Series.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Office of Policy and Research.
PUB DATE- 00
NOTE- 270p.; Ronald D'Amico and Pamela L. Smith were co-principal investigators.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Competency Based Education; Disadvantaged; *Education Work Relationship; Employment Potential; High School Equivalency Programs; Integrated Curriculum; Job Skills; *Out of School Youth; Postsecondary Education; Program Design; Program Implementation; Secondary Education; *Work Experience Programs
IDENTIFIERS- *Job Corps

This report presents findings regarding design and implementation of school-to-work (STW) efforts in Job Corps Model Centers. Following an introduction, Chapter two argues that Jobs Corps constitutes a natural context for implementing STW systems because its traditional practices to some degree provide a solid foundation on which to lay STW principles. Chapter three addresses these two keys to implementing STW in the Job Corps context: need for a clearly articulated vision and consistency with the vision in the larger STW context. Chapter four examines the model centers' efforts to build the organizational structure necessary to implement STW reforms. Chapter five discusses how school-based learning (SBL) evolved and examines STW's effect on structure and content of classroom training and the model centers' success in integrating classroom training to replicate STW best practice methods. Chapter six addresses the model centers' implementation of work-based learning principles and practices, implementation challenges, and effective practices and implementation strategies. Chapter seven discusses areas related to connecting activities: strategies to connect worksite and SBL; staff development and training; linkages for the post-program period; and STW stakeholders and their roles. Chapter eight explores evolution and sustainability of STW efforts at the model centers. Chapter nine highlights challenges model centers faced in sustaining a dynamic, evolving STW initiative. Appendixes contain 30 project profiles and 21-item bibliography. (YLB)

Suggestions are made about the importance of listening to students; how to deal fairly with bullying; how to improve the school climate; the need to keep guns away from children; and the importance of investigating when a student raises a concern. The articles in Part 1 examine actions of the shooters; discuss bullying; and present tips on listening. In Part 2 they look at schools' responses and provide additional resources. (JDM)

ED 448 360   CG 030 514

Washburn-Ormachea, Jill M.; Hillman, Stephen B.
The Influence of Gender, Sex-Role Orientation, and Self-Esteem on Adolescents' Use of Coping Strategies.
PUB DATE- 00
NOTE- 19p.; Poster session presented at the Annual Convention of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coping; Grade 8; Grade 9; *Junior High School Students; Junior High Schools; Peer Relationship; Self Esteem; Sex Differences; Socialization; *Stress Management; Stress Variables
IDENTIFIERS- United States (Midwest)

The influence of gender, sex-role orientation, and self-esteem on coping strategies was looked at for adolescents. The COPE scale was given to 8th and 9th grade students (N=306) in two suburban mid-western schools to determine the coping strategies they recently used to deal with stressful peer-related situations. Measures of demographic information, self-role orientation, and self-esteem were obtained. The results were consistent with past research showing that girls used significantly more Emotion-Focused Coping than boys. Sex-role orientation also influenced adolescents' use of Active, Acceptance, and Emotion-Focused Coping. The results lend support to the socialization hypothesis with regard to Emotion-Focused Coping which incorporates seeking social support for emotional reasons. Emotion-Focused Coping also focuses on venting of emotions and a concomitant tendency to discharge these emotions. (Contains 33 references.) (JDM)

ED 448 361   CG 030 515

Dansby-Giles, G.; Carpenter, J.; Howes, J.; Hubert, R. M.; Huss, S. Norris; Kraus, K.; Reed, S.; Thomas, R.; Whitledge, J.
Report of the ASCA Ethics Committee: 1997-1999.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Codes of Ethics; Confidentiality; Counselor Client Relationship; Elementary Secondary Education; National Organizations; National Surveys; *Professional Services; *School Counseling; *Standards
IDENTIFIERS- American School Counselor Association; *Consent

Ethical inquiries processed by the Ethics Committee of the American School Counselor Association (ASCA) were reviewed for the years 1997-1999. During the first years, 38 inquiries were reported. In the following year, the Ethical Standards for

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anger; Antisocial Behavior; Anxiety; Behavior Problems; Child Behavior; Child Rearing; Children; Mothers; *Parent Child Relationship; Self Evaluation (Individuals)
IDENTIFIERS- *Oppositional Behavior

Research suggests that mothers interacting with disruptive children tend to experience greater negative affect (NA) and less parental confidence. Because children with externalizing disorders can be quite oppositional and rejecting, involvement in the parental role can lead to a sense of learned helplessness that can exacerbate anxious feelings. This study looked at whether high-social anxiety (SA) mothers were more likely to experience greater distress and negative self-appraisals of parenting performance than low-SA mothers, during an experimental interaction with an uncontrollable, deviant child. The experimental task had each parent interact with child confederates such that in one session a child behaved in a cooperative fashion and in a second session, a different child exhibited behaviors characteristic of externalizing disorders. Measures of distress and affect including self-ratings, observer mood ratings, heart rate, and blood pressure were obtained. Results indicated that high-SA parents experienced greater NA, regardless of child behavior, compared to low-SA parents. It appears that high-SA parents have a lower threshold for activated negative emotions such as anxiety, anger, and irritability and less positive interpersonal engagement. (Contains 3 tables and 27 references.) (JDM)

ED 448 382   CG 030 576

Webb, James T.
Mis-Diagnosis and Dual Diagnosis of Gifted Children: Gifted and LD, ADHD, OCD, Oppositional Defiant Disorder.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, D.C., August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; Attention Deficit Disorders; *Behavior Disorders; *Clinical Diagnosis; Educational Environment; Elementary Secondary Education; Hyperactivity; *Intelligence; Learning Disabilities; School Psychologists; *Student Evaluation
IDENTIFIERS- Obsessive Compulsive Behavior; Oppositional Defiant Disorder

Many gifted and talented children are often misdiagnosed by psychologists and other health professionals as having Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Disorder (OD), Obsessive Compulsive Disorder (OCD), or another of the mood disorders. The misdiagnosis can stem from mistaken assumptions being made about the social and emotional characteristics of gifted children. Gifted children are at psychological risk due to other internal characteristics and situational factors. These factors can lead to interpersonal and psychological difficulty that turn into a misdiagnosis and inadequate treatment. The most universal internal factor is the intense nature of most gifted children. This intensity can generate anxiety and depression, and create challenges for those who care for them. Situational problems that gifted children find themselves in at school can lead to boredom,

NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Faculty; College Students; Course Content; Course Objectives; *Curriculum Design; Higher Education; *Measurement Techniques; *Social Work; *Student Evaluation; *Teacher Expectations of Students; *Test Content
IDENTIFIERS- Blooms Taxonomy; *Curriculum Alignment

Social work educators must be familiar with issues related to social work, as well as issues from a wider context of education that impact the profession. A practical consideration for academically-based courses involves the relationship between what is taught and what is tested in the social work classroom. Social work educators must decide what the relationship will be between the material taught in the classroom and the material tested on exams. Vertical and horizontal curriculum alignment, as a method to help articulate expected student learning outcomes and to clarify the teaching and testing relationship in the social work classroom, is one suggestion to meet this problem. If students are expected to go beyond facts, then professors must go beyond teaching facts. There must be precision about knowledge levels when creating learning expectations. Instructional materials should reflect the upper knowledge levels of Bloom's taxonomy. Looking into curriculum alignment may also help new social work educators think about the teaching-testing relationship. (Contains 23 references.) (JDM)

ED 448 403 CG 030 625

Aviles, Christopher B.
Grading with Norm-Referenced or Criterion-Referenced Measurement: To Curve or Not To Curve, That Is the Question.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; College Students; *Criterion Referenced Tests; Grading; Higher Education; *Measurement Techniques; *Norm Referenced Tests; Required Courses; *Social Work; *Student Evaluation; *Test Interpretation

Assigning grades is an integral part of social work education. However, social work educators must decide whether to use norm-referenced or criterion-referenced measurements to grade exams and other assignments. This paper presents arguments for grading with both norm-referenced and criterion-referenced measurements. The benefits of criterion-referenced measurement as a choice for one professor's classes in social work education are reviewed. One criticism of this measure questions whether grades are devalued when many others attain the same achievement. The conclusion is made that it is not possible to examine professors' grade spreads in order to learn anything about their instructional decisions, techniques, and testing that generated these grades. New professors should not be examined based on the highs and lows of their exams as an indication of the standards in their classes. But, by using criterion-referenced measurements, instructors can compare student achievement to their chosen standard instead of to the achievement of other students. (JDM) cognitive elements (including reading comprehension, decoding, and language comprehension). It also contains forms to record teachers' comments and observations for each of the cognitive elements. The front cover of the reading folder allows for the recording of the title/author, genre, comments, and text level for up to 24 items. The front of the Writing Samples folder lists assessment indicators for language comprehension, linguistic knowledge, phonology, semantics, syntax, writing composition, encoding, correct spelling, phonetic encoding, letter formation, segments for spelling, background knowledge, and writing conventions. The front of the Listening/speaking/viewing folder lists assessment indicators for linguistic knowledge, phonology, semantics, syntax, background knowledge, and language comprehension. It also briefly describes supplementary language skills that do not relate directly and clearly with any single cognitive element outlined in the framework. (RS)

ED 448 422 CS 014 206

Diamond, Pollyann J.; Onwuegbuzie, Anthony J.
Short-Term Effects of Balanced Reading Implementation on Reading Achievement and Attitudes among Elementary School-Aged Students.
PUB DATE- 00
NOTE- 46p.; Paper presented at the Annual Meeting of the Georgia Educational Research Association (Morrow, GA, October 19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; Elementary Education; *Instructional Effectiveness; *Reading Achievement; *Reading Attitudes; *Reading Improvement; *Reading Instruction; White Students
IDENTIFIERS- African Americans; *Balanced Reading Instruction; Georgia

A 4-Block Balanced Reading Program was implemented in a school system in Georgia during the 1998-99 school year in an effort to improve reading achievement of these students. This study examined the short-term effect of this program implementation on reading achievement and attitudes toward reading of students in Grades 1 through 5 (n=2,127) who had been exposed to this approach for 1 school year. Surprisingly, despite the fact that the 4-Block Balanced Reading Program has been utilized for nearly a decade, scant research exists on the efficacy of this reading intervention. Statistically significant reductions in achievement scores were found for Grade 5. Conversely, for Grade 4, a statistically significant increase was found for African American males. Cognitive Ability Test scores also were compared across grades. The fact that the fourth-grade scores did not differ from the earlier grades suggests that intelligence does not explain the relatively superior reading achievement of fourth graders over the 1-year period. With respect to reading attitudes, statistically significant differences were noted for Grade 2 (African American females), Grade 3 (African American females and males), Grade 4 (African American females and males), and Grade 5 (African American males and White females). In all cases, posttest scores were lower than were pretest scores, with moderate effect sizes, in general. Thus, the current findings, although preliminary, cast serious doubt over the effectiveness of the 4-Block Balanced Reading Program. Implications are discussed. Contains 28 references, 8 tables, and 3 figures of data. (Author/RS)

ED 448 423 CS 014 207

Pride in Heritage; (8) Respect for Elderly; (9) Responsibility; (10) Self Reliance; and (11) Sharing. Contains over 100 references and an appendix entitled "Little House on the Prairie" lessons. (EF)

ED 448 441 CS 217 255

Wallace, David L.; Ewald, Helen Rothschild
Mutuality in the Rhetoric and Composition Classroom. Studies in Writing & Rhetoric.
PUB DATE- 00
NOTE- 178p.; "Work on this project was supported by a grant from the Provost's Office at Iowa State University."
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; *Discourse Analysis; Higher Education; Mutual Intelligibility; *Rhetoric; Sociolinguistics; *Student Empowerment; Teacher Role; *Teacher Student Relationship; *Writing (Composition)
IDENTIFIERS- *Meaning Construction

This book discusses the centrality of rhetoric in the academy, asserting the intimate connection between language and knowledge making and stressing the need for a change in the roles of teachers and students in today's classroom. The goal is mutuality, or sharing authority between teachers and students, and allowing everyone an equal voice. For teachers who value but are struggling to implement alternative approaches, this book is intended to help them identify, theorize, and work through problems. Chapters are: (1) "Toward Mutuality in the Classroom: Classroom Speech Genres, Course Architecture, and Interpretive Agency"; (2) "Toward Alternative Speech Genres for Classroom Discourse"; (3) "Course Architecture and Mutuality in Student Writing"; (4) "Interpretive Agency and Mutuality in Classroom Knowledge Making: Or, Should David Have Told His Story?"; and (5) "Situating Mutuality and Transforming the Discipline." Contains 101 references. (EF)

ED 448 442 CS 217 256

Wee Deliver: The In-School Postal Service. An Introductional Guide to the Postal Service's Wee Deliver In-School Literacy Program.
PUB DATE- 97
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Job Skills; *Letters (Correspondence); *Literacy; *Reading Skills; *School Activities; *Writing (Composition)
IDENTIFIERS- *Post Office

Suggesting that schools can provide valuable reading and writing practice for their students through the implementation of a school post office program, this booklet describes the United States Postal Service's "Wee Deliver" program and provides some materials to get the program started. Participants may model their school after a town by naming streets and assigning addresses. Jobs can then be posted and filled through an in the public schools for 30 years and enjoyed a fine dramatization by four sixth grade students involved in studying a unit on "Famous Scientists in the World." A cooperating teacher and student teacher supervised by the educator/author assisted a committee of four who made a model farm scene showing different methods of soil conservation. A basal for science can provide many ideas for journal writing, as can library books selected to relate directly to the science unit being taught. Improved understanding of science as well as better writing skills should be an end result of journal writing. (NKA)

ED 448 463 CS 217 346

White, Maureen
Report on the Status of Outstanding Translated Children's Picture Books in the U.S.A.
PUB DATE- 00
NOTE- 17p.; Paper presented at the International Reading Association World Congress on Reading (18th, Auckland, New Zealand, July 11-14, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Annotated Bibliographies; Childhood Interests; *Childrens Literature; Cultural Awareness; *Picture Books; *Publishing Industry; Reading Research; *Recreational Reading
IDENTIFIERS- *Literature in Translation; Publication Rate; *Trade Books

Comparison of data and findings from a current study on successful translated children's books published between 1990-2000 with an older study on successful translated children's books prior to 1990 allows conclusions to be drawn as to trends in publishing related to language, genre, subjects, and reviews of outstanding translated books and translated picture books. The majority of outstanding translated children's books, including picture books, continue to come from the German and French languages, reflecting the close ties of language, culture, and literature in those countries. The large number of Swedish titles is a result of cooperative ventures between Farrar, Straus, and Giroux and the Swedish publisher, Raben and Sjogren. Subjects with universal appeal (such as animal personification) are the subjects of translated children's picture books. There is an outstanding selection of picture books from all genres, subjects, and from a variety of languages being published. (Contains 4 tables, 12 references, and an extensive bibliography of translated children's picture books.) (NKA)

ED 448 464 CS 217 352

Malo, Eve; Bullard, Julie
Storytelling and the Emergent Reader.
PUB DATE- 00
NOTE- 18p.; Paper presented at the International Reading Association World Congress on Reading (18th, Auckland, New Zealand, July 11-14, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

PUB DATE- 00
NOTE- 28p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000). Assistance in preparing this paper was provided by Marilyn Ward.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Disadvantaged; Higher Education; Introductory Courses; Qualitative Research; *School Community Relationship; *Service Learning; Social Influences; Socioeconomic Status; *Student Attitudes
IDENTIFIERS- *Civic Writing

In civic journalism classes, students set aside the philosophy of "objectivity" that rules traditional journalism in order to develop closer relationships with community residents and understand their needs. Thus, civic journalism lends itself well to introductory service-learning courses. But students from privileged backgrounds often find their first encounters with communities challenging. They may not interact respectfully or comfortably with people whom they see as "different" by virtue of race or class; at best they may be curious but detached. How can journalism educators prepare students for more meaningful communication with community members that results in mutually beneficial service experiences and long-term commitment to social change? This paper explores these questions using qualitative data from two service-learning classes in journalism. Findings suggest that these classes can be powerful tools for sensitizing white middle class students to the realities of social inequality in America. (Contains 18 references.) (Author/RS)

ED 448 487   CS 510 486

Schnell, Jim
An Analysis of Meanings Related to the 1987 Campaign against Bourgeois Liberalization in China.
PUB DATE- 01
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Communism; *Cultural Context; *Developing Nations; Discourse Analysis; Foreign Countries; *Government Role; Higher Education; *Rhetoric; Student Surveys
IDENTIFIERS- *China; Communicative Intention; Discourse Aims; *Language Creation; Message Transmission; Rhetorical Strategies

The study of communication phenomena in China by a foreigner poses unique challenges. It requires not only understanding the particular phenomenon under analysis but also the cultural context within which the phenomenon exists. This paper focuses on meanings conveyed in 1987 that were related to the government campaign against bourgeois liberalization in China. Noting that this requires Western appreciation of bourgeois liberalization within the Chinese cultural context and the year 1987 as a particular point in post-Mao China, the paper first presents a brief orientation as helpful context regarding cultural and chronological developments. The author has visited China 10 times and in April 1987 was teaching at Northern Jiaotong University in Beijing, where he surveyed the opinions of a class of graduate students about the development and meaning of bourgeois liberalization. The paper reviews the literature produced by and about the Chinese government and notes on how to build a solid foundation for schoolwide reform; advice on gathering information and then planning, implementing, and sustaining comprehensive schoolwide reform; and a list of tools and activities needed for reform efforts. The document includes seven profiles of successful schools and lists various resources that can be used to aid the reform effort. Two videotapes that provide an overview of comprehensive school reform and document visits to several schools as they implemented reform efforts are included. (RJM)

ED 448 506 EA 030 765

Fraser, James W.
Reading, Writing, and Justice: School Reform as if Democracy Matters. SUNY Series, INTERRUPTIONS: Border Testimony(ies) and Critical Discourse/s.
PUB DATE- 97
NOTE- 248p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Democracy; *Educational Change; Educational Environment; Educational Policy; Elementary Secondary Education; *Progressive Education; Student Centered Curriculum; Teacher Education

This book asks what would it means to take democracy seriously in today's debates about school reform. Its six chapters offer case studies, examples, and conversation starters for teachers, administrators, and citizens who wish to build on the contribution of each and every citizen. The first chapter explores the current emphasis on economic competition as the rationale for school reform, finding it wanting on both economic and educational grounds. Chapter 2 situates conflicting understandings of democracy and democratic education in both historical and ideological perspectives. Chapter 3, "The School and the Quest for a Multicultural Democracy," discusses the kind of democratic society for which schools should prepare people and presents multiculturalism as an essential way of viewing the curriculum and the task of the school. The next chapter discusses the individual student and the ongoing debates among progressive educators regarding the individual child versus the society. Chapter 5 examines the role of technology in a democratic educational system and the tools that must always be tested in the larger democratic context. The last chapter looks at the preparation of the next generation of teachers, particularly reforms in teacher education over the last 20 years. (Contains an index and approximately 320 references.) (RJM)

ED 448 507 EA 030 766

Magill, John F., Jr.; Magill, Kathryn L.
Public Education in the New Millennium: A Handbook for Parents and Educators on How To Save Our Schools and Prevent Violence, Drug Abuse and Other Human Disasters.
PUB DATE- 00
NOTE- 67p.; Paper is the result of private research; authors constitute a non-profit program called "Family Encouragement Methods" in Millerstown, PA.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

How much is enough to educate a child? This brief examines the shift in school funding from equity to adequacy, with special attention to some of the challenges it raises, including adequacy-based legal issues and litigation, current models for calculating, adequacy-based funding formula, practical implications of shifting to an adequacy-based finance structure, and special challenges faced by western states. (Contains 15 endnotes.) (DFR)

ED 448 527 EA 030 800

Briggs, Danielle
Managing Leadership Transitions in Education Partnerships. Knowledge Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Development; Educational Change; *Educational Finance; Elementary Secondary Education; *Faculty Mobility; *Leadership; *Leadership Training; *Partnerships in Education; Public Schools; *Technological Advancement

A growing number of organizations--from school districts and businesses, to universities and community groups--are forming partnerships to improve elementary and secondary education. Varying in both structure and goals, these collaborative enterprises provide a valuable forum for addressing areas of mutual concern about education, including funding issues, curriculum reform, effective uses of technology, mathematics and science assessments, and literacy. This paper focuses on how partnerships can manage the loss of a key member. It discusses ways that successful partnerships can use strategies for remaining effective over time to build long-term relationships and survive the departure of a key member. The guide also offers pointers about coping with leadership turnover, how to find a successor, and how relying heavily on one person to play most leadership roles leaves a partnership vulnerable. (Contains 10 references.) (DFR)

ED 448 528 EA 030 801

The Things That Matter: Guiding Principles for Strengthening the System of Funding North Carolina's Public Schools.
PUB DATE- 99
NOTE- 27p.; Prepared by the Public School Forum's Eighth Major Study Group. The front and back cover pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Financial Support; Leadership; *Performance Factors; Public Schools; *Special Classes; *Teacher Effectiveness; *Teacher Improvement
IDENTIFIERS- *North Carolina

This report provides 10 guiding principles for aligning school spending with the goal of creating a system of high-performing

IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997
This text presents a framework and strategies for ensuring that students with disabilities have access to the general education curriculum. Chapter 1 discusses standards-based reform and the links between standards and curriculum. The three domains of knowledge for ensuring access are also introduced: content knowledge, learning processes, and instructional design and adaptation. Chapter 2 examines what the general education curriculum really is and how it influences what happens day to day in a classroom. Chapter 3 discusses recent research on human learning and the implementations of this research for designing effective instruction. In Chapter 4, assessment strategies are discussed to help teachers know when a student is succeeding in the general curriculum as well as how to monitor progress. The following chapter provides strategies for developing an Individualized Education Program that provides access to the general education curriculum and discusses accommodations and modifications that might be necessary for students with learning problems. The last chapter discusses the contexts that must be created to support access and illustrates how teachers apply these principles and strategies in classrooms in four distinctly different school districts. An appendix provides a list of additional resources for teachers and administrators. (Contains 64 references.) (CR)

ED 448 547 EC 308 161

Kowalski, Gabrielle
Measuring Program Outcomes.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Conference of the American Association on Mental Retardation (124th, Washington, D.C., May 31-June 2, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Churches; Community Programs; Friendship; *Mental Retardation; Nonprofit Organizations; Outreach Programs; *Program Evaluation; *Religious Organizations; *Social Integration; *Social Support Groups

This paper describes how one non-profit organization is evaluating its effectiveness in providing services to adults with developmental disabilities. Kindcare, a non-profit ecumenical organization serves over 150 adults with developmental disabilities in the southeastern Wisconsin area. The program provides education, social, and support programs which encourage community integration and normalization of individuals with mental retardation through personalized professional and volunteer services. To measure the outcomes of the program, an evaluation team began by identifying the following inputs of the program: facilities, equipment, supplies, trained staff and volunteers, community linkages, grant dollars, donations, in kind donations such as theater tickets, and the availability of transportation. The activities provided were formal leisure education classes, organized community outings, informal guidance and counseling, and the provision of a drop-in center. Potential outcomes of the program were also identified: friendship, employability, self-advocacy, positive self-esteem, budgeting and use of money, and community integration. Preliminary findings of surveys of participants and their caregivers indicate that the provision of a drop-in center, as originally conceptualized, was not and eligibility forms, IEP and placement forms, procedural safeguards and confidentiality forms, personnel forms, sample transition plans, assistive technology information, information on classroom accommodations, and forms for functional behavioral assessments and behavioral intervention plans. A glossary is also included, along with a list of relevant resources. (CR)

ED 448 565 EC 308 181

Bruder, Mary Beth
Training Personnel for the Education of Individuals with Disabilities Program. Component 2: Preparation of Related Services Personnel (Pediatric Residents). Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 773p.; Produced by the University of Connecticut Health Center, Department of Pediatrics, Division of Child & Family Studies. Edwin Zalneraitis was project co-director. Eileen R. Fisk was medical consultant. Christy N. Berr was project coordinator. Some text in the appendices may not reproduce well.
LANGUAGE- English
EDRS Price- MF05/PC31 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Curriculum Design; Delivery Systems; *Disabilities; Early Childhood Education; *Early Intervention; *Graduate Medical Students; Higher Education; Infants; Pediatrics; *Physicians; Portfolio Assessment; Professional Development; Services; Special Education; Teamwork; Toddlers; *Training Methods; Young Children
IDENTIFIERS- Connecticut

This final report describes the activities and outcomes of a project designed to develop, implement, and evaluate a new three-year longitudinal competency based curriculum for pediatric residents on their role in early intervention and special education. The curriculum consisted of four half-days per month for every resident in an ambulatory primary care block (4 months/year/resident) during their three years of training. The curriculum components included observation and participation in clinical care for children with disabilities at the Connecticut Children's Medical Center, participation in home visits for children with disabilities, observations of children in early intervention and special education settings (either natural environments or inclusionary settings), observations and participation in Individualized Family Service Plan and Individualized Education Program meetings, coordination and evaluation of health related services, and participation in state or local planning task forces in early intervention and special education. Written materials, manuals, and an evaluation model using individual portfolios documenting competencies associated with this curriculum were developed as part of the project. The report includes a discussion of project goals and objectives, the theoretical and conceptual framework of the project, the training model, and the impact of the project. Extensive appendices are included. (Contains 64 references.) (CR)

ED 448 566 EC 308 182

Jahnukainen, Markku
Two Models for Preventing Students with Special Needs from Dropping Out of Education in Finland.

PUB DATE- 01
NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Environment; *Educational Facilities Design; Elementary Secondary Education; Guidelines; *Public Schools; *School Construction

This book provides the essential information architects need to fast-start a school design process and shares what leading architects have learned about elementary and secondary school design. It provides critical information on the process, potential problems, design concerns, and recent trends in school design, along with complete coverage of energy issues and mechanical systems, structural concerns and acoustic control, lighting, internal traffic, and security. The book asks and answers 20 questions that frequently arise in the early phases of a project commission; and provides project photographs, diagrams, floor plans, sections, and details. (Contains 50 references.) (GR)

ED 448 588 EF 005 904

Sanoff, Henry
School Building Assessment Methods.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; North Carolina State Univ., Raleigh. School of Design.
PUB DATE- 01
NOTE- 47p.; With contributions by Celen Pasalar and Mine Hashas.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; *Group Discussion; *Guidelines; Public Schools
IDENTIFIERS- Learning Environments

This manual addresses whether schools and classroom spaces enhance or detract from the learning process and provides school assessment guidelines for communities anticipating the expansion of existing schools or the construction of new ones. It is a collection of survey and discussion tools that encourage stakeholders to discover and reflect upon the physical features of school buildings. The manual identifies what works and what does not work in K-12 school buildings. Each assessment tool presented is for a particular purpose. Building surveys focus on the assessment of existing school facilities, while photo questionnaires present alternative spatial arrangements for group discussions. Small group discussions are suggested as an effective method for creating a productive dialogue allowing people to consider many different viewpoints. (Contains 17 references.) (GR)

ED 448 589 EF 005 905

Sanoff, Henry
A Visioning Process for Designing Responsive Schools.
SPONS. AGENCY- North Carolina State Univ., Raleigh. School of Design.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 22p.

English (Second Language); Foreign Countries; High School Students; High Schools; Japanese; Language Fluency; Native Speakers; Participant Observation; Questionnaires; Second Language Instruction; *Second Language Learning
IDENTIFIERS- *Japan

The purpose of this highly quantitative study is to manifest the direct effects of communicative learning in the context of public high school teaching in Japan. A small-scale (n=12) experiment was conducted to reveal intergroup differences. The experiment was based on the assumption that there are clear differences in the amount of input from and kinds of interaction with native speakers of English in a communications-based learning environment and a traditional, regular learning environment. Preliminary assessment of the academic and attitudinal levels of the subjects enabled the selection of six matched pairs from the two learning environments. The subjects' semi-spontaneous interactions with the native speakers in six quasi-realistic contexts were videotaped and transcribed. The data analysis focused on three aspects of their communicative behaviors: discourse-related, functional, and formal. It was found that communicative learning does enhance learner performance but not in the way it has been generally assumed or expected. Rather than making the learners more fluent, as might be expected, the direct effects identified were the following: more active involvement in interactions, provision of richer information, greater degree of encoding, and more extensive use of clause-containing and minimal/phrasal acts. (Contains 17 references.) (KFT)

ED 448 610 FL 026 545

Paul, Rhea, Ed.
Exploring the Speech-Language Connection. Communication and Language Intervention Series, Volume 8.
PUB DATE- 98
NOTE- 363p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Deafness; Delayed Speech; Developmental Stages; Downs Syndrome; Expressive Language; *Language Acquisition; Linguistics; Literacy; Morphology (Languages); Phonology; *Speech; *Speech Communication; Speech Impairments; *Speech Language Pathology

This edited volume investigates the connections between the earliest human sounds and subsequent language development. With special attention to tracheostomies, Downs syndrome, deafness, and speech-motor impairments, the interaction between speech and language is examined in typical development as well as the effect that the interaction has on language disorders. Detailed chapters address the speech-language connection with regard to the following: the role of speech in normal language development; prespeech vocal foundations for language; canonical babbling as the foundation of first words; co-morbidity in speech language disorders; the origins of expressive language; communicative development with augmentative and alternative communications devices; linguistic effects on dysfluency; phonology, metaphonology, and the emergence of literacy. This extensively researched volume provides linguistics, psychologists, and speech language pathologists with theoretical and clinical applications for connecting speech and language in their own work. (Contains author and subject indexes, and numerous references at the end checklist will allow agencies to determine whether specific system requirements are being met for each of the six functions of the direct loan system: (1) loan extension; (2) account servicing; (3) Treasury cross-servicing; (4) portfolio management; (5) delinquent debt collection/troubled debt servicing; and (6) other reporting requirements. (SLD)

ED 448 633 HE 033 642

Shaul, Marnie S.
Gender Equity: Men's and Women's Participation in Higher Education. Report to the Ranking Minority Member, Subcommittee on Criminal Justice, Drug Policy and Human Resources, Committee on Government Reform, House of Representatives.
PUB DATE- 00
NOTE- 54p.; Benjamin F. Jordan, Jr., Ann P. McDermott, Meeta Sharma, Stanley G. Stenersen, and Stefanie G. Weldon made contributions to this report.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Athletics; *College Students; Educational Change; *Federal Legislation; Higher Education; *Sex Fairness; *Student Participation
IDENTIFIERS- *Title IX Education Amendments 1972

This report reviews what is known about the contribution of Title IX of the Education Amendments of 1972 to changes in higher education, focusing on the extent to which women's participation in higher education academic programs has changed since Title IX was enacted, participation in intercollegiate athletics in that period, and how federal enforcement of Title IX had led to change in higher education. Information from the U.S. Department of Education, the National Collegiate Athletic Association, and the National Association of Intercollegiate Athletics were reviewed. Findings show that since the enactment of Title IX in 1972, women's participation in higher education academic programs has increased significantly, whether measured by the proportion of students who are women, the numbers enrolled, or the proportion of women receiving degrees in fields of study in which men were predominant degree recipients. Women's participation in college athletics has increased while men's has decreased slightly, although men still participate to a greater extent than women. Because factors such as other civil rights laws and changing societal attitudes have also contributed to changes in women's roles, it is difficult to isolate the specific effects of Title IX. There is widespread agreement that its enactment has contributed to increased opportunities for women in the classroom and on the playing field. Six appendixes contain supplemental information on the review's scope and methodology, agencies with responsibility for enforcing Title IX, and supplemental information about participation in academics and athletics. (SLD)

ED 448 634 HE 033 643

Educational Mobility.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Delivery Systems; Educational Change; *Educational

studies done in other academic departments in higher education. This bibliography includes materials from other academic departments related to the alternative teaching method called mastery learning. Mastery learning is a behavioral and outcome-based teaching method that involves using additional learning time and repeated testing opportunities to increase student learning. The materials listed are related to the investigation, performance, and implementation of mastery learning in higher education. The bibliography lists 184 sources. (SLD)

ED 448 655 HE 033 664

Widening Participation: Special Funding Programme 1999-2000 to 2001-02. Report.
PUB DATE- 00
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Diversity (Student); *Educational Finance; *Equal Education; Financial Support; Foreign Countries; *Higher Education; Minority Groups; *Participation
IDENTIFIERS- *England

This publication sets out the allocation of funding for the widening participation special funding program in England for 1999-2000 to 2001-2002. The program is part of an effort to improve access to and participation in higher education for under-represented groups. Higher education institutions funded by the Higher Education Funding Council for England were invited to submit proposals for funds. In each of the nine regions, funds were distributed according to need, with need measured by the number of young people from poor neighborhoods who do not enter higher education. The program allocated funds to support 71 projects. Attachments (annexes) contain: (1) a description of the distribution of funds by region; (2) a description of the advisory panel for the project; and (3) brief descriptions of the funded projects. (SLD)

ED 448 656 HE 033 665

Recurrent Grants for 2000-01: Final Allocations. Report.
PUB DATE- 00
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Colleges; *Educational Finance; *Financial Support; Foreign Countries; *Grants; Higher Education; *Resource Allocation
IDENTIFIERS- *England

This document shows the final allocations of recurrent funding to institutions of higher education in England for the academic year 2000-2001. This report updates allocations because of additional student numbers, increased allocations for specific programs, student transfers, and an overall increase in funding. The total grants awarded for 2000-2001 increased by 4 million pounds to 3,958 million pounds. An attachment lists institutional mergers and changes to further education colleges' choices of funding routes. (SLD) first year of graduate study, 23% of students had not decided on a research specialty. Teaching and research in an academic setting were the long-term career goals of 65% of the first-year students . (SLD)

ED 448 677 HE 033 688

Espinoza, Suzanne; Bradshaw, George; Hausman, Charles
The Importance of College Choice Factors from the Perspective of High School Counselors. ASHE Annual Meeting Paper.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (ASHE) (25th, Sacramento, CA November 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Bound Students; College Choice; Counselor Attitudes; *Counselors; Decision Making; *High School Students; High Schools; *Institutional Characteristics; Research Universities; Selection
IDENTIFIERS- Choice Behavior

An anonymous survey was used to assess high school counselors' ratings of the importance of various college choice factors they advise students to consider when selecting a college. Counselors were also asked to rate a Carnegie Research I institution relative to other colleges in the state with respect to these college choice factors. The findings from the 138 respondents from a western state indicate that counselors considered quality of undergraduate education, quality of faculty, tuition, accessibility, helpfulness of faculty and staff, and class size to be the most important college choice factors. The Carnegie Research I institution was ranked favorably on variety of majors, prestige of the degree, extracurricular activities, diversity of students, and undergraduate research opportunities. Overall, counselors rated the flagship institution more favorably on factors they considered of lesser importance and less favorably on those factors they deemed to be of greater significance as they advised students. Collectively, these findings raise concerns for this state's flagship university, concerns that are likely to apply to other flagships, given their nature (i.e., research focus, large size). Counselors may well be steering prospective undergraduate students away from Research I institutions, which they perceive as large and unresponsive. This highlights the need for Research I institutions to think about their image in two markets with conflicting values. On one hand, these institutions must focus their attentions on research issues, such as attracting prolific faculty, attracting research grants, and building endowments. Simultaneously, however, they must regard prospective undergraduate students and the groups that influence them as an equally important market, especially given the increasing alignment of state allocations with student enrollments. (Contains 2 tables and 16 references.) (Author/SLD)

ED 448 678 HE 033 689

Rewarding and Developing Staff in Higher Education. Consultation.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Postsecondary Education; Student Attitudes; Student Surveys; World Wide Web
IDENTIFIERS- Chat Rooms; Learning Environments

This paper reports on a comparative study of the use of asynchronous (bulletin board) and synchronous (chat) discussion on three learning units based on the cognitive maps developed by the learners. Cognitive maps have been found to be an effective tool for learners for discussion in a distributed learning environment. Cognitive maps provided learners a way to organize their understanding of the learning units. Participants in the study were 15 professionals, mostly engineers, from different organizations from around the world. During the discussion session on the Internet, the learners were able to exchange their ideas based on the cognitive maps. After the discussion, learners modified their cognitive maps with regard to newer understanding of the text. The learners preferred the bulletin board as a discussion platform as it gave them a better opportunity to concretize their thoughts before responding to the collaborating group members. (Contains 10 references.) (Author/MES)

ED 448 699 IR 020 462

Brinsmead, Anne-Marie; Lang, Gregory M.; McTavish, Lee
Create Online Learning for Where It's Going To Be, Not Where It's Been: An Online Pedagogy for 2006.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Continuing Education; *Distance Education; Educational Administration; Educational Technology; Foreign Countries; Higher Education; *World Wide Web
IDENTIFIERS- *Learning Environments; University of Toronto (Canada); *Web Based Instruction

This paper presents an online pedagogy for 2006 and highlights the learning environment of the School of Continuing Studies at the University of Toronto's Web Forum (i.e., an online education management system that combines teaching and learning systems with management and administration systems). The following components of the Web Forum are described: learning experiences; off-line course enhancement environments; dynamic educational links database; course environment; new course/instructor environment; new or potential learner environment; and instructor/facilitator environment. The context in which a course of learning offering may be integrated into the Web Forum is summarized, including assumptions about learner care, the multiple touch points of telephony, and personalization. The learner's perspective on where online learning has been and its shortcomings is presented, together with ways that adult educators may shift and move toward a menu of pedagogical ideals as facilitated by the solutions provided by Web Forum. It is concluded that Web Forum delivers optimal learning environments and value to the customer. It may be deployed without major investment and prepares the institution to benefit from the projected $17 billion online distributed learning market in 2006 while delivering learner-centric education opportunities. (MES)

Jiang, Mingming; Ting, Evelyn
A Study of Students' Perceived Learning in a Web-Based Online Environment.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Uses in Education; Correlation; Discussion (Teaching Technique); *Distance Education; Higher Education; *Instructional Effectiveness; Interaction; Multiple Regression Analysis; Predictor Variables; Student Attitudes; Student Surveys; Teacher Student Relationship; *World Wide Web
IDENTIFIERS- Learning Environments; State University Of New York; *Web Based Instruction

The purpose of this study was to find what factors were associated with students' perceptions of learning in online courses. Survey data were collected from students enrolled in 78 courses offered through the SUNY (State University of New York) Learning Network in the fall of 1997. Correlation and multiple regression analyses were employed. The dependent variable was students' perceived learning that was correlated with the following 11 independent variables: instructor-student interaction; instructor-student communication; instructor evaluation; instructor responses; student-student interaction; student-student communication; online discussion; written assignments; learning style; prior computer competency; and time spent on a course. Results indicate that the amount of student-instructor interaction and the online discussion activity played an important role in predicting students' perceived learning. The implication of this finding is that it is not only important to create an interactive environment for learning, but it is also important to design discussion activities that can trigger rich and meaningful online discourse. (Contains 16 references.) (Author/MES)

ED 448 722 IR 020 485

Johnson, Scott D.; Aragon, Steven R.; Shaik, Najmuddin; Palma-Rivas, Nilda
Comparative Analysis of Online vs. Face-to-Face Instruction.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Conventional Instruction; *Distance Education; Graduate Study; Higher Education; Instructional Design; Instructional Development; *Instructional Effectiveness; Interaction; Student Attitudes; Student Surveys; Teacher Student Relationship; World Wide Web
IDENTIFIERS- *Web Based Instruction

This empirical study compared a graduate online course with an equivalent course taught in a traditional face-to-face format. Comparisons included student ratings of instructor and course quality; assessment of course interaction, structure, and support; and learning outcomes such as course grades and system, and test and revise the evaluation system. The specific activities described in the paper are to: (1) develop a conceptual model for online evaluation; (2) identify specific vital signs for an online program and determine appropriate measures; (3) automate the collection and analysis of evaluation data using knowledge engineering; (4) create an electronic performance support system to assist in program evaluation; and (5) conduct a field test of the evaluation system. (Contains 31 references.) (MES)

ED 448 744 IR 020 507

Davies, Gordon, Ed.; Owen, Charles, Ed.
WebNet 2000 World Conference on the WWW and Internet Proceedings (San Antonio, Texas, October 30-November 4th, 2000).
PUB DATE- 00
NOTE- 1005p.; For individual papers, see IR 020 508-527. For the 1999 conference, see IR 020 454.
LANGUAGE- English
EDRS Price- MF07/PC41 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Uses in Education; Courseware; Distance Education; *Educational Technology; Electronic Libraries; Electronic Publishing; *Information Technology; Internet; Multimedia Instruction; Multimedia Materials; Postsecondary Education; *World Wide Web
IDENTIFIERS- Electronic Commerce; Technology Utilization; *Web Based Instruction

The 2000 WebNet conference addressed research, new developments, and experiences related to the Internet and World Wide Web. The 319 contributions of WebNet 2000 contained in this proceedings comprise the full and short papers accepted for presentation at the conference, as well as poster/demonstration abstracts. Major topics covered include: commercial, business, professional, and community applications; education applications; electronic publishing and digital libraries; ergonomic, interface, and cognitive issues; general Web tools and facilities; medical applications of the Web; personal applications and environments; societal issues, including legal, standards, and international issues; and Web technical facilities. (MES)

ED 448 745 IR 020 508

Aragon, Steven R.; Johnson, Scott D.; Shaik, Najmuddin
The Influence of Learning Style Preferences on Student Success in Online vs. Face-to-Face Environments.
PUB DATE- 00
NOTE- 7p.; In: WebNet 2000 World Conference on the WWW and Internet Proceedings (San Antonio, TX, October 30-November 4th, 2000); see IR 020 507.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; Comparative Analysis; Computer Uses in Education; *Conventional Instruction; *Distance Education; *Educational Technology; Higher Education; Instructional Design; *Instructional Effectiveness; Student Motivation
IDENTIFIERS- Task Engagement

This study compared the relationship between learning style preferences and learner success of students in an online graduate level instructional design course with an equivalent program was marketed and promoted to teachers, students, and parents. The third section documents the delivery of teacher training and teacher satisfaction with training. The fourth section measures teacher awareness of different computer software and hardware, and the fifth section examines the ways in which teacher technology knowledge, use, and curriculum integration have improved because of the Technology Infusion Program. The sixth section discusses student technology use, and the seventh section is concerned about parental perceptions of their children's technology exposure. The eighth section examines possible community effects. The final section examines issues and concerns that were raised in monthly progress meetings. An appendix contains survey instruments used in this evaluation and other materials used to promote Technology Infusion Program-sponsored events. (AEF)

ED 448 766 IR 020 532

CNN Newsroom Classroom Guides, December 2000.
PUB DATE- 00
NOTE- 91p.; Produced by Turner Learning, Inc.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion; Educational Television; Elementary Secondary Education; Programming (Broadcast); *Social Studies; Teaching Guides; World Affairs
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of December 2000, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: the United States Supreme Court hears the presidential candidates' arguments, two major court decisions increase pressure on Al Gore to concede, new information leads scientists to a greater understanding of the teenage brain (special series), Broadman case to guide judges in two absentee ballot trials, election deadlock bad for inauguration business, and Florida Legislature prepares for special session to name the state's electors (December 4-8); the U.S. Supreme Court halts the Florida recount, U.S. Supreme Court deliberates recount arguments, U.S. Supreme Court reverses the Florida Supreme Court's recount decision, Vice President Gore and President-elect Bush address the nation, and George W. Bush's presidential transition kicks into high gear (December 11-15); President-elect Bush chooses Condoleezza Rice as National Security Advisor, new information leads scientists to a greater understanding of the teenage brain, and President-elect Bush meets with President Clinton (December 18-20). (AEF)

ED 448 767 IR 020 533

European Glossary on Education, Volume 2: Educational Institutions. Ready Reference.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium). Directorate-General for Education and Culture.
PUB DATE- 00
NOTE- 199p.; Also available in French. For Volume 1, see ED 437 919.
LANGUAGE- English

NOTE- 16p.; Running title: "Summit Action Agenda: Group Discussion and Planning Meeting Guide." For the Action Agenda from the February 2000 Adult Literacy Summit, see ED 444 026.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Community Action; *Educational Planning; English (Second Language); *Goal Orientation; Group Activities; Group Discussion; Instructional Materials; Learning Activities; *Literacy Education; Needs Assessment; Partnerships in Education; *Program Development; Student Participation; Workplace Literacy
IDENTIFIERS- *Adult Literacy Summit Action Agenda

This guide provides step-by-step activities for facilitators to run a discussion and planning meeting with a group of people interested in learning about and taking action related to the Adult Literacy Summit Action Agenda. It is intended for groups such as literacy coalitions, program staff, state-level staff, or other governmental and nonprofit organizations involved in supporting the field of adult literacy. The guide can be used to facilitate a 2- or 3-hour session. The 2-hour session is for a group that wants to become familiar with the Summit Action Agenda and think, in general terms, about how it can help them plan for action. The 3-hour session is for a group that also wants to do concrete action planning based on the Summit Action Agenda. Introductory materials include assumptions about the meeting; the guide as a script for the facilitator; preparing for the meeting; and materials. Components of each of seven activities are title, participants (whole group, pairs, etc.), and time; purpose; materials; steps; visual aids; and facilitator note. The seven activities are (1) welcome, introductions, background; (2) Summit Action Agenda goal; (3) priorities and considerations; (4) outcomes; (5) prioritizing outcomes and actions; (6) individual and organizational action if the 2-hour version or focusing the list if the 3-hour version; and (7) planning for action. Handouts are appended. (YLB)

ED 448 275 CE 081 032

Lasonen, Johanna; Vesterinen, Pirkko
Work-Based Learning in Vocational Higher Education Programmes: A Finnish Case of Project-Based Learning.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Conference of the Association for Career and Technical Education/International Vocational Education and Training Association (74th, San Diego, CA, December 7-10, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Cognitive Style; Cooperation; Developed Nations; *Education Work Relationship; Foreign Countries; Higher Education; Locus of Control; *Student Projects; Teaching Methods; *Technical Institutes; *Theory Practice Relationship; *Vocational Education; Work Experience Programs
IDENTIFIERS- *Finland; Phenomenography; *Web Based Instruction

In Finland, ammattikorkeakoulu (AMK) or higher vocational education institutions or polytechnics are professionally and compared to high school dropouts: higher self-esteem, greater satisfaction with their lives, more likelihood to encourage their children to finish school, and getting a better job. (KC)

ED 448 292 CE 081 053

Kerka, Sandra
Future Work. Myths and Realities No. 11.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Appropriate Technology; Emerging Occupations; *Employment; *Employment Projections; *Futures (of Society); Global Approach; *Information Technology; Labor Needs; *Quality of Working Life; Science and Society; *Technological Advancement

In many of the stories foretelling the future of work, technology is assumed to be the irresistible driver of change. Both ends of the spectrum are foreseen: either technology will create new jobs and transform existing work to higher skill levels, or technology, especially information technology, will destroy jobs or degrade them into less skilled, more routine work. Digital technology changes the mix of jobs (eliminating and creating), alters skill demands (increasing and decreasing), and widens the polarization between low- and high-skill jobs. The effects vary by industry, sector, or occupation. Technological change and the globalization made possible largely by digital technology are the primary forces behind the restructuring and redistribution of work. Changes in production processes, organizational structures, and management practices lead to these two assertions: (1) the permanent, secure job is dead and everyone will be a free-agent, self-employed worker in the "e-lance" economy; and (2) this type of flexibility is a win-win situation. Work as now defined excludes human activity involving anything other than market values. Shifting the focus to the citizen, not the economic individual, has been advocated. (Contains 18 references.) (YLB)

ED 448 293 CE 081 054

Wonacott, Michael E.
The Learning Organization: Theory and Practice. Myths and Realities No. 12.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Adult Learning; Educational Environment; Industrial Psychology; Informal Education; Organizational Change; *Organizational Climate; *Organizational Development; Program Implementation; Quality of Working Life; Staff Development; Work Environment
IDENTIFIERS- *Learning Organizations; Organizational Learning

The learning organization (LO) can be described as an organizational culture in which individual development is a broad range of employment opportunities, are intended for use in 1- and 2- programs preparing Texas high school students for employment in occupations related to providing services for older adults. The reference book provides information needed by employees in this occupational area. Each chapter includes the following components: (1) a list of the Texas Essential Knowledge and Skills that are discussed in the chapter; (2) a list of chapter vocabulary; (3) italicized, bold-faced vocabulary terms with definitions or explanations; (4) illustrations of equipment and procedures used in the industry today; (5) boxes posing "essential questions" about the materials presented; and (6) chapter highlights. Concluding the reference book are a 9-item reference list and an index. The student activity book provides a variety of pencil-and-paper activities designed to correlate with and reinforce the concepts presented in the reference book. Both books contain 29 chapters organized under the following categories: serving older adults; care and management of services for older adults; needs of older adults; nutrition, health, and wellness; consumer issues and the older adult; and caring for the older adult. (MN)

ED 448 311   CE 081 082

Textile and Apparel Production, Management, and Services. Reference Book and Student Activity Book.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Career and Technology Education.
PUB DATE- 00
NOTE- 657p.; Partially funded under Public Law 101-392, Carl D. Perkins. Updates ED 339 926. Marilyn Wragg served as director of development for both volumes and staff writer for the Reference Book. Sonja D. Koukel served as staff writer for the Student Activity Book. A two-page 'crosswalk' of the Reference book with the 1991 Curriculum Guide (ED 339 890) is included.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adjustment (to Environment); Behavioral Objectives; Career Development; Clothing; Clothing Design; Competence; *Competency Based Education; Definitions; Education Work Relationship; Employment Opportunities; Employment Projections; Employment Qualifications; Equipment Maintenance; Equipment Utilization; Fashion Industry; High Schools; Home Economics Skills; Job Skills; *Laundry Drycleaning Occupations; Learning Activities; Merchandising; *Needle Trades; Occupational Clusters; Occupational Home Economics; Occupational Safety and Health; Sewing Instruction; Sewing Machine Operators; *State Standards; Statewide Planning; Vocabulary; Vocabulary Development; Work Environment; Workbooks
IDENTIFIERS- *Family and Consumer Sciences; *Texas

This student activity book and reference book, which are part of a family and consumer sciences education series focusing on a broad range of employment opportunities, are intended for use in 1- and 2-year textile and apparel production, management, and services programs for Texas high school students. The reference book provides information needed by employees in this occupational area. Each chapter includes the following components: (1) a list of the Texas Essential Knowledge and Skills that are discussed in the chapter; (2) a list of chapter vocabulary; (3) italicized, bold-faced vocabulary terms with definitions or explanations; (4) illustrations of equipment and procedures used in the industry today; (5) boxes posing employment and training components of 13 of its programs. The evaluation begins with a literature review that identifies these four groups of elements associated with positive outcomes: employment services that have an employment or education and training focus; eliminating barriers through provision of child care, transportation, and remedying substance abuse and personal problems; cash and in-kind supports that augment earned income; and transitional supports such as life skills training and peer support. These elements provided the framework for in-depth, on-site interviews with individuals from local housing authorities, employment and training agencies, welfare offices, and community-based organizations in Baltimore, Boston, Los Angeles, Milwaukee, and San Antonio. Among the study's findings were the following: (1) HUD programs were generally consistent with the literature on employment and training programs; (2) Section 8 recipients have less access to employment-focused HUD programs; (3) Only Jobs Plus primarily served residents on welfare in all sites observed; (4) programs that target TANF (Transitional Assistance for Needy Families) recipients combine HUD funding streams and harness resources from the broader community; (5) strong linkages exist with labor agencies but relationships with welfare departments could be strengthened; (6) the implementation of financial incentives policies for residents must be resolved; and (7) housing authorities approach the issue of helping residents attain self-sufficiency differently. An appendix provides assessment plans for various programs. (Contains 71 references.) (KC)

ED 448 327 CE 081 100

Moberly, Heather K. Comp.
Volunteerism. Rural Information Center Publications Series, No. 64. Revised Edition.
PUB DATE- 98
NOTE- 22p.; For an earlier version, see ED 389 937. The Rural Information Center is a joint Project of the USDA Cooperative State Research, Education, and Extension Service and the National Agricultural Library.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; Annotated Bibliographies; Books; Career Development; Citations (References); *Community Development; *Community Services; Older Adults; Periodicals; Recruitment; *Resources; Rural Areas; *Rural Population; *Volunteer Training; *Volunteers

This document lists resources for and about volunteerism in the United States, especially in rural areas. The largest section of the paper is an annotated bibliography that contains 48 citations of books and articles. The articles listings are subdivided into the following categories: (1) career building and service learning; (2) building communities; (3) managing volunteers; (4) elderly; (5) promoting volunteerism; (6) recruiting volunteers; and (7) training volunteers. The other sections of the resource guide lists 8 journals, 12 associations, and 2 funding programs, and provide information about document delivery to individuals. (KC)

ED 448 328 CE 081 104

Adult Literacy and Television: An Annotated Bibliography.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 00

ED 448 344 CE 081 130

Johnson, Terry; Gritz, Mark; Jackson, Russell; Burghardt, John; Boussy, Carol; Leonard, Jan; Orians, Carlyn
National Job Corps Study: Report on the Process Analysis. Research and Evaluation Report Series.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Office of Policy and Research.
PUB DATE- 99
NOTE- 385p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Career Education; Career Exploration; Disadvantaged; Education Work Relationship; Employment Potential; *Job Placement; Job Skills; *Job Training; National Programs; *Out of School Youth; Performance Factors; Postsecondary Education; Program Administration; *Program Descriptions; *Residential Programs; Secondary Education; Vocational Education; Work Experience Programs
IDENTIFIERS- *Job Corps; Process Analysis

This report presents results of a process analysis that describes and documents Job Corps services and operations. Chapter one provides overviews of Job Corps, the national Job Corps study, and the process analysis. Chapter two describes the administrative structure of Job Corps and presents data on the geographic distribution and characteristics of key operating components. Chapters three to nine focus on these components of Job Corps: outreach and admissions, including counseling; vocational education, including occupational exploration program, vocational skills training projects, work experience program, and advanced training; academic education; residential living and health services, including student government and leadership and behavior management; center administration related to staffing and safety/security; organization and provision of Job Corps' placement services; and Job Corps performance management system and how it affects center operations. Chapter ten offers conclusions. Appendixes include data collection design and implementation and supplementary tables. (YLB)

ED 448 345 CE 081 131

Glazerman, Steven; Schochet, Peter Z.; Burghardt, John
National Job Corps Study: The Impacts of Job Corps on Participants' Literacy Skills. Final Report. Research and Evaluation Report Series.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Office of Policy and Research.
PUB DATE- 00
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Education; Adult Basic Education; Basic Skills; Disadvantaged; Education Work Relationship; Employment Potential; *Income; Job Skills; Job Training; *Literacy; Literacy Education; National Programs; *Numeracy; *Out of School Youth; Outcomes of Education; Postsecondary Education; *Program Effectiveness; Secondary Education; Vocational Education; *Work Experience
IDENTIFIERS- *Job Corps

This report examines the extent to which Job Corps improves literacy and numeracy skills. Chapter I provides an overview of

School Counselors was published and that helped drop the number of inquiries. The topical areas of inquiry included dual relationships; preparing for court appearances and hearings; duty to warn; parental consent for counseling; and testing issues. ASCA state presidents and participants at an Ethics Committee presentation at the American Counseling Association conference were surveyed in an effort to elaborate on issues of the school counseling consent form. The main areas of inquiry obtained from these surveys concerned the written permission to counsel minors and issues about confidentiality. When the questions were presented to the Ethics Committee of ASCA, they stated issues of teen pregnancy, sexual involvement, and confidentiality with minors were all major concerns. Counselors have a role in educating principals and administrators about the their roles in relation to ethical standards and practices. Counselors should also have prepared responses supporting their positions when trying to influence development of policies in their school districts. (Author/JDM)

ED 448 362   CG 030 516

Mack, Delores E.; Tucker, Traci W.; Cha, Susan Oh
Inter-Ethnic Relations on Campus: The Color of Hatred.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Asian American Students; Black Students; Educational Environment; *Ethnic Bias; Higher Education; Hispanic American Students; *Racial Bias; *Racial Discrimination; Social Attitudes; Student Attitudes; Undergraduate Students; White Students
IDENTIFIERS- African Americans; European Americans; *Hate; Latinos

Undergraduate students (N=1,271) from a consortium of small private colleges in California, a mid-size university in California, a large public university in Texas, and a large commuter university in Illinois were surveyed on their experience with ethnic and racial hatred. Based upon self-report, 54.3% of the sample were European American, 18% were Asian American, 8% were Latino, and 5.4% were African American. Also, 9.4% were multi-ethnic and 4.2% were other. The results indicated that while students from all ethnic groups were victims of hate incidents, they occurred more frequently for African Americans and Latinos. While it is clear that hate incidents and discrimination create a tense and hostile social climate on campus, it has yet to be determined how it affects academic functioning of ethnic minority students. Data indicates therapists should carefully assess a student's perception of hate incidents, racism, and discrimination on campus. Counselors have a responsibility to address hate incidents proactively. Research is needed on the ways to reduce hate crimes and improve inter-ethnic interactions. (Contains 2 tables and 14 references.) (JDM)

ED 448 363   CG 030 517

Badura, Amy S.; Ware, Mark E.; Davis, Stephen F.; Smith, Randolph A.
Teaching beyond the Classroom: Mentoring Student Publications and Presentations.

especially where there is a lack of appropriate differentiated education. It is essential for professionals to gain an understanding of gifted, talented children so that they no longer conclude that certain inherent characteristics of giftedness represent pathology. (Contains 10 references.) (JDM)

ED 448 383 CG 030 577

Hoover, Heather V. A.; Braver, Sanford L.; Wolchik, Sharlene A.; Sandler, Irwin N.
Teachers' Ratings of Children's Classroom Behavior: Time of Year Effects?
PUB DATE- 00
NOTE- 14p.; Poster session presented at the Annual Conference of the American Psychological Association (108th, Washington, D.C., August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Problems; *Behavior Rating Scales; Classroom Observation Techniques; Divorce; Elementary Education; Elementary School Students; *Personality Assessment; *School Psychologists; *Student Behavior

School psychologists rely heavily upon teachers' evaluation of children's classroom behavior as part of their assessment and intervention processes. However, some evidence suggests that teachers' ratings may fluctuate during the academic year, with higher levels being reported later in the year. This study assessed the comparability of different teachers' ratings of children's externalizing behavior from fall and spring intervention cohorts. Teachers of children from divorced families (N=240, ages 9 to 12) completed pretest, posttest, and six-month follow-up ratings. Two separate ANOVAs revealed that changes in mean levels were not significantly different between the fall and spring cohorts for either the pretest/posttest or pretest/follow-up comparison. Ratings obtained from children's current teachers within the first month of school were compared to those completed by the children's teachers from the previous school year. Pretest levels of externalizing behavior were higher when reported retrospectively by the previous teachers. However, neither the previous teachers' nor the current teachers' fall ratings were significantly different from the spring teachers' pretest ratings. Thus, school psychologists may elect to obtain ratings from either the previous or current teacher early in the fall of a new academic year in the assessment of children's behavior. (Contains 2 tables and 12 references.) (JDM)

ED 448 384 CG 030 578

Giancola, Susan P.
Adolescent Behavior Problems: Peer Pressure "Is" All It Is Cracked Up To Be.
PUB DATE- 00
NOTE- 37p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; *Behavior Problems; Illegal Drug Use; *Longitudinal Studies; National Surveys; *Peer Influence;

ED 448 404 CG 030 628

Vicario, Terra; Chambliss, Catherine
The Benefits Associated with Dance Education for Adolescent Girls.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Development; Adolescents; *Body Image; *Dance; Dance Education; *Females; Late Adolescents; Parent Participation; Personality Measures; *Self Concept; Self Expression; Stress Management
IDENTIFIERS- Pennsylvania

Dance education provides an opportunity for aerobic exercise and conditioning that is especially appealing to many girls. Dance may act as an outlet for girls and give them confidence, but, at the same time, it may create risks associated with perceived body-image. The benefits of taking dance classes were examined for girls, ages 13-20, enrolled in classes in three schools in Pennsylvania. Frequency distributions illustrated that the majority of dance students (92%) reported that dance improved their discipline. Almost all dancers disagreed with the idea that dance made them hate their bodies, while 88% agreed that it helped them release their feelings. Almost all participants failed to report feeling anxious or worried at dance classes, and 77% felt better about themselves after dancing. The hypothesis that girls with greater dance experience would have higher self-esteem is somewhat supported by the results. The personality analysis revealed that extraverts made greater use of dance classes as a means of emotional expression. The parental support findings suggest that there is a congruence between girls' and their parents' attitudes toward this activity. For the 8% of girls who did find that dance classes made their lives hectic, they experienced more stress and anxiety. (Contains 15 references.) (JDM)

ED 448 405 CS 013 987

Tierney, Robert J.; Readence, John E.
Reading Strategies and Practices: A Compendium. Fifth Edition.
PUB DATE- 00
NOTE- 527p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Content Area Reading; *Cooperative Learning; Critical Thinking; Elementary Secondary Education; Holistic Approach; Language Experience Approach; Oral Reading; *Phonics; *Reader Response; *Reading Instruction; *Reading Strategies; *Student Evaluation; Study Skills; Vocabulary Development
IDENTIFIERS- Graphic Organizers; Guided Reading Procedure; Reading Recovery Projects

A compendium of strategies, this book affords the reader an active role in examining and evaluating instructional techniques. The 14 units of the book describe 87 strategies and practices, including guided reading, the directed reading activity, book clubs, Reading Recovery, word study, patterned language approach, process drama, author's chair, literature circles, K-W-L, word maps, graphic organizers, PORPE, echo reading, and performance assessment. This new edition includes nine new strategies and practices; revises existing

Richardson, Gloria D.; Abrams, Gloria June; Byer, John L.; DeVaney, Tom W.
UWA Secondary Education Tutoring Project for the West Alabama Learning Coalition.
PUB DATE- 00
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *High Risk Students; Higher Education; Informal Reading Inventories; *Instructional Effectiveness; Preservice Teacher Education; *Reading Improvement; Reading Skills; *Remedial Reading; Secondary Education; Secondary School Students; *Tutoring

This study, conducted during the fall semester by tutors who were secondary education majors at the University of West Alabama, sought to determine if tutoring on specific reading skills helped at-risk secondary school students improve their frustration levels. Of the initial 24 participants, 12 students completed both the pretest and the posttest of the Informal Reading Inventory. Analysis of the Frustration Level scores was completed with a paired T-test. A T-Value of -2.97 was obtained. This was significant at P-Value of 0.013. This finding confirmed the hypothesis: There will be an improvement in high school students' Frustration Reading Levels after 15 hours of remedial training in specific reading strategies and skills by University of West Alabama tutors. The qualitative portion of the study revealed that pre-service teachers (tutors) were positive about their Field Experiences. Contains a table and 2 charts of data. Appendixes contain the proposal for the study and instructions for conducting an informal reading inventory. (Author/RS)

ED 448 424 CS 014 208

Buehl, Doug
Classroom Strategies for Interactive Learning. Second Edition.
PUB DATE- 01
NOTE- 178p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Active Learning; Class Activities; *Content Area Reading; Elementary Secondary Education; *Learning Strategies; *Literacy; *Reading Comprehension; Secondary Education; Skill Development
IDENTIFIERS- Literacy Engagement; Reading Behavior

With the development of state and national achievement standards in the content areas, it is more important than ever for teachers to develop in their students effective reading behaviors, literacy skills, and study strategies that will enable them to tackle increasingly complex materials. This book features 45 literacy skill-building strategies for middle school through high school educators that emphasize effective learning in content contexts. Teachers will find innovative ideas for working with diverse classrooms and with students who exhibit a variety of learning needs. Strategies in the book are application and interview process, with students selected based on achievement and attendance, thereby strengthening student motivation to do well. Students will learn real life skills by performing tasks, being on time for work and developing teamwork. Contains 41 references, a sample news release, application, and employment examination, and sample letter formats and certifications. (EF)

ED 448 443 CS 217 306

Panitz, Theodore
Collaborative versus Cooperative Learning: A Comparison of the Two Concepts Which Will Help Us Understand the Underlying Nature of Interactive Learning.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Active Learning; *Classroom Techniques; Community Colleges; *Cooperative Learning; Instructional Effectiveness; Instructional Innovation; Learner Controlled Instruction; *Learning Strategies; Student Participation; *Teaching Methods; Two Year Colleges
IDENTIFIERS- *Collaborative Learning

This paper clarifies the differences between collaborative and cooperative learning by presenting the author's definitions of the two terms, reviewing those of other authors who have helped clarify his thinking, and presenting and analyzing the educational benefits of collaborative/cooperative learning techniques. It states that collaborative learning (CL) is a personal philosophy, not just a classroom technique. The underlying premise of collaborative learning is based upon consensus building through cooperation by group members, in contrast to competition in which individuals best other group members. Cooperative learning is defined by a set of processes which help people interact together in order to accomplish a specific goal or develop an end product that is usually content specific. It is more directive than a collaborative system of governance and closely controlled by the teacher. While there are many mechanisms for group analysis and introspection, the fundamental approach is teacher centered, whereas collaborative learning is more student centered. The paper presents questions teachers ask from cooperative and collaborative learning perspectives. It then discusses options in cooperative learning by presenting a table that displays a number of issues in education: student-centered/teacher-centered; intrinsic/extrinsic motivation; knowledge construction/knowledge transmission; and loose, "trusting-students-to-do"/"structure-it-right: social engineering." The paper concludes with a discussion of the implications of these issues. Contains 12 references. (RS)

ED 448 444 CS 217 307

Panitz, Theodore
The Case for Student Centered Instruction via Collaborative Learning Paradigms.
PUB DATE- 99
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; Class Activities; *Classroom Techniques; *Emergent Literacy; Oral Tradition; Parent Participation; Primary Education; Reading Readiness; *Skill Development; *Story Telling; *Teacher Role
IDENTIFIERS- *Prereading Skills

Numerous studies have linked reading aloud to preschoolers and these children's later success as readers. But some of the parents with whom teachers work, whether they work at Head Start, childcare centers, or primary grades, have limited reading skills. However, the Hispanic, Native American, African American, Irish American, and many other cultures in the United States have long histories of storytelling. Teachers can learn from these cultural traditions of storytelling, enhancing the literacy experiences in their classroom and providing an important home-school link. The child who is consistently exposed to an oral tradition of stories gains skills that prepare him/her for reading. Some of the most important skills children can gain are: (1) the concept of story; (2) the many strands of plot; (3) comprehension of vocabulary; (4) internalization of character; (5) visualization; (6) natural rhythms and patterns of the language; (7) figures of speech and metaphors; (8) prediction skills; (9) concepts about the world; (10) listening and attending skills; (11) internalizing their culture; and (12) healthy self concept. Since telling stories is a successful way to encourage literacy, it should be promoted in the classroom. Beginning storytellers can start by sharing their own personal stories, recounting daily events and elaborating on past experiences. A storytelling workshop with a master storyteller, where parents and teachers can learn the basics of storytelling together, can also be sponsored. Listening to storytelling tapes is another alternative. (Lists 11 storytelling tips; contains 17 references.) (NKA)

ED 448 465 CS 217 355

DeStigter, Todd
Reflections of a Citizen Teacher: Literacy, Democracy, and the Forgotten Students of Addison High.
PUB DATE- 01
NOTE- 399p.; Foreword by Victor Villanueva.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; *Cultural Context; Diversity (Student); *Educational Anthropology; Educational Research; High Schools; *Hispanic American Students; *Reflective Teaching; Rural Education; *School Culture
IDENTIFIERS- Latinas; Latinos; *Literacy as a Social Process; Michigan; Teaching Perspectives

Based on more than three years of in-depth research, this book tells the stories of a small group of Latino and Latina students attending a predominantly White high school in a rural area of southeast Michigan. The book takes readers inside the hallways and classrooms of Addison High and into the homes and neighborhoods of Spanish-speaking students. It explores the history and the current socioeconomic dynamics of the school's surrounding community, and it draws connections between specific instances of teaching and learning and the broader also uses student opinions as manifested in the survey. It suggests that this subject is significant for speech communication scholars, as the term "bourgeois liberalization" exemplifies language which is created to be purposely vague. The expression was created by the Chinese government to describe unwanted ideas and values identified as American or Western. (Contains 27 references.) (NKA)

ED 448 488 CS 510 487

Drushel, Bruce E.
A First Amendment Divided: State University Campuses in the Wake of Rosenberger v. University of Virginia.
PUB DATE- 00
NOTE- 25p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Court Litigation; Financial Support; Freedom of Speech; Higher Education; *Religious Organizations; *State Colleges; *Student Organizations; *Student Rights
IDENTIFIERS- Case Law; *First Amendment; Legal Research; Miami University OH; *Rosenberger v University of Virginia; Supreme Court

The First Amendment of the U.S. Constitution prohibits both state-sponsored religion and state censorship of expression. In the waning days of June 1995, the U.S. Supreme Court released its landmark decision in "Rosenberger v. University of Virginia," in which it ruled as unconstitutional student organization funding systems in which some student organization expression (e.g., publications, speakers, posters) was paid for by the university, but that by student religious organizations was not. While the Court was careful to limit its decision to direct funding of expression, some organizations took the decision as a signal that the Court was prepared to further breech the traditional wall between the state and funding of religious groups. This paper traces the evolution of case law concerning public support of groups and activities whose core purpose is the exposition of a particular religious doctrine. The paper then examines the central question faced by the Court in "Rosenberger" and issues raised by its ruling, as well as various interpretations and misinterpretations of that ruling. It concludes by examining specific ways in which the Court's reasoning in "Rosenberger" and a subsequent case represents a significant departure from prior Court doctrine and, arguably, from the intent of the Framers. (Contains 2 notes and 28 references.) (NKA)

ED 448 489 CS 510 488

Crabtree, Robbin D.
Altar-ing Family Communication: The Shrine/Altar Project in the Family Communication Course.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000). Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Educational Change; Educational Finance; *Educational Improvement; Elementary Secondary Education; Staff Utilization; *Student Welfare

This handbook suggests that public schools should be reformed in fundamental ways. It outlines the structure of public schools, focusing on administrative units, school boards, administrators, the "mini-laws" that govern the school society, and the three R's of the student: responsibility, respect, and reward. The book emphasizes the importance of teachers in any school reform and outlines ideas on teacher training and inservice and the educational team as a whole. It discusses the public-school curriculum, verbal skills, math skills, the desired outcomes for career and vocational education, preventive education, affective education, relevancy education, and flexible programs. The text features short sections on public-school financing and equalization of aid; the role of athletics, intramurals, and community recreation in education; and the need for public-school assessment. Violence, suicide, substance-abuse prevention, the consequences of failed programs, and the need to restructure schools so that they have no more than 500 students are also discussed. The guide closes with a discussion of the "Be Kind Program," which is based on the "One Rule Theory." The theory states that children need concise guidelines to succeed, rather than multiple rules posted on the classroom wall. Children are therefore taught to be kind to each other and to notice when classmates are kind. (RJM)

ED 448 508 EA 030 767

Wilson, Valerie; Pirrie, Anne
Multidisciplinary Teamworking: Beyond the Barriers? A Review of the Issues. Research Report Series.
SPONS. AGENCY- Scottish Executive Education Dept., Edinburgh.
PUB DATE- 00
NOTE- 35p.; Report draws on previous research commissioned by the Department of Health.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cooperating Teachers; Educational Change; *Educational Improvement; Elementary Secondary Education; Evaluation; Foreign Countries; Integrated Activities; *Interdisciplinary Approach; *Teamwork
IDENTIFIERS- *Scotland

This review is based on research that identified the factors that appear to contribute to effective multidisciplinary teamworking. It focuses on solutions to problems that could plague multiprofessional activities in Scotland's education sector. It draws on both published research and unpublished commissioned reports, focusing on the work that has been done in health and social care. The main source for the review was a 2-year Department of Health funded study of multidisciplinary education in health care. The report is divided into six main sections. An introduction describes the report, the sources that were used, and the report's structure. Section one defines multidisciplinary teamworking and highlights the ambiguity that surrounds the concept. The second section identifies the change agents, such as changes in the workplace, the concept of competence-based assessment of professionals, and the focus on the end-user of services, that are currently encouraging the schools: (1) It is necessary to recognize that money matters--"you get what you pay for" applies to schools; (2) Aligning school spending to the goals of high performance requires investing in those things that research has found to matter; (3) School funding formulas must recognize that, economically and educationally, all children are not created equal; (4) It is time for North Carolina to reassess what is a "sound basic education," or what matters; (5) School funding policies must squarely address the time limitations imposed by today's school calendar; (6) Funding policies must recognize the centrality of teaching: good teaching matters; (7) Limited, one-time school facility savings resulting from building large schools should be secondary; (8) School-funding roles and state and local government responsibilities should be redefined; (9) Strong, focused, goals-oriented, responsible leadership matters most of all; and (10) A framework for aligning school spending to the goal of high-performing schools will take policies that meet the high performance needs of all schools, rich and poor, urban and rural. (DFR)

ED 448 529 EA 030 802

Novello, Mary
Conflict between the Schools and Their Money Machine.
PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual Meeting of the Social and Moral Fabric of School Life (Seattle, WA, October 14-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *Educational Change; *Educational Testing; Elementary Secondary Education; Public Schools; *Teaching Models; *Teamwork

This paper offers reflections on various presentations at the March 1999 convention of the Association for Supervision and Curriculum Development in San Francisco. The presentation, "Links between National Standards and Successful Classroom Strategies," is guided by two questions: (1) How are teachers, schools, and school districts promoting student achievement? and What is the focus of recent research in education? The paper examines the body of research in math, science, language arts, social studies, and the arts and concludes that this research is not overly concerned with school success, given the imminent arrival of national standards. Instead, the research seems to focus on those ephemeral areas of attitudes and perceptions that promote the contentment of teachers and students in their separate and overlapping domains. Schooling and research should concentrate more deeply on academic excellence and achievement. (Contains 10 pages of references.) (DFR)

ED 448 530 EA 030 803

Lowe, Mark A.; Brigham, Frederick J.
Supervising Special Education Instruction: Does It Deserve a Special Place in Administrative Preparatory Programs?
PUB DATE- 00
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

successful while other aspects of the program were. Evidence was found that the participants not only demonstrate the identified outcomes but that they continue to desire the support of the program. (CR)

ED 448 548 EC 308 162

Windle, Rod; Warren, Suzanne
Collaborative Problem Solving and Dispute Resolution in Special Education. Training Manual.
SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- 99
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Communication Skills; Conflict; *Conflict Resolution; Court Litigation; *Disabilities; Dissent; Due Process; Educational Legislation; Elementary Secondary Education; Interpersonal Communication; Interpersonal Competence; Parent Teacher Cooperation; *Problem Solving; Resistance (Psychology); *Special Education; Workshops
IDENTIFIERS- Mediation

This training manual provides materials for conducting a workshop on problem solving and creating good agreements in special education. The first section of the manual provides a brief introduction to the world of special education and discusses why special education law is complex. Section 2 explores why conflict is created, seven types of conflict, and the three most common responses to conflict. The following section focuses on preparation for problem solving. Techniques are provided for dealing with difficult people and becoming an effective problem solver. Section 4 highlights critical communication skills and discusses barriers to effective communication. Section 5 provides steps in the process of collaborative problem solving, including sharing perspectives, defining the issues, identifying the interests, generating options, deciding on objective criteria, and evaluating options and reaching agreement. The next section focuses on strategies for success in dispute resolution. It provides solutions for common problems, including defusing resistance, refocusing the discussion or reframing the issues, dealing with emotional baggage, and educating. Section 7 discusses dispute resolution processes in special education, including mediation, complaint investigation, due process hearings, independent educational evaluations, fact finding, and arbitration. The final section contains suggested reading, definitions, and acronyms. (Contains 23 references.) (CR)

ED 448 549 EC 308 163

Youth Focus: Planning for Transition. A National Teleconference. Participants Manual.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 00
NOTE- 72p.; "Developed as part of the ILNET: an ILRU/NCIL National Training and Technical Assistance Project." Contributions by Margaret Gallaway, Carri George, Dawn Heinsohn, Maurean Hollowel, Darrell Lynne Jones, Kristy Langbehn, Raymond Lin, and Krista Mortenson. Audiotape of

PUB DATE- 00
NOTE- 17p.; Paper presented at the Council for Exceptional Children Special Education World Congress (Vancouver, British Columbia, Canada, April 2-5, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Education; Continuation Students; *Disabilities; *Dropout Prevention; Dropout Programs; Dropouts; Foreign Countries; Models; Postsecondary Education; Program Effectiveness; Secondary Education; Vocational Education; *Work Experience Programs
IDENTIFIERS- *Finland

This paper discusses the outcomes of two intervention models designed to prevent students with disabilities from dropping out of school in Finland. The first model, the "Creating Own Career" model, is based on the main ideas of the City as School projects. The model is designed to emphasize young peoples' own motivation, self-development, and responsibility for his/her own life. Much of the learning happens outside of school during work-based learning. The second model is a voluntary extra year of compulsory schooling. Interviews with 97 students who completed an extra year of compulsory schooling and 45 students who participated in the Creating Own Career model indicate that the bridge model, the extra year of comprehensive school, seems to be very effective in encouraging students to pursue postsecondary education. The majority of students were still involved in further education almost one year after the project and the unemployment rate did not differ from the average at this age group. The Creating Own Career model did not seem to be as effective in terms of motivating students to pursue further education, however, it did encourage pupils to complete their compulsory studies. (Contains 22 references.) (CR)

ED 448 567 EC 308 183

Jahnukainen, Markku
Consumer View: What Former Students of Emotional/Behavioral Disorder (EBD) Classes Say about School in Finland.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Council for Exceptional Children Special Education World Congress (Vancouver, British Columbia, Canada, April 2-5, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; Elementary Secondary Education; *Emotional Disturbances; Foreign Countries; Labeling (of Persons); Resource Room Programs; *Special Classes; *Special Education; *Student Attitudes; Student Evaluation of Teacher Performance; *Teacher Student Relationship
IDENTIFIERS- *Finland

This paper discusses the outcomes of a Finnish study that investigated the school experiences of former special education students with emotional and behavioral disorders. Twenty-three former students, who had attended classes for students with emotional and behavioral disorders were interviewed. The students had been out of special education and compulsory schooling for about ten years. The study found that almost all of the interviewees began their stories of their school experiences with positive memories, and that their overall feelings about being educated in special classes were very

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Planning; *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; *Public Schools; School Community Relationship; Student School Relationship

This manual presents guidance for creating a constructive dialogue between school officials and the surrounding community on the design of community schools that contribute to enhancing educational quality. The benefits of community participation are addressed as are descriptions of the principle parts of the participation process, including strategic planning, goal setting, and long term planning. Finally, the manual presents the Charrette process as a method for generating design ideas. (Contains 11 references.) (GR)

ED 448 590 EF 005 934

Ross, James Moffatt
The Decision Making Roles and Processes of Texas Superintendents in Educational Facility Planning.
PUB DATE- 95
NOTE- 213p.; Ph.D. Dissertation, University of Texas, Austin.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Decision Making; *Educational Facilities Planning; Elementary Secondary Education; *Public Schools; *Superintendents; Surveys
IDENTIFIERS- *Texas

This survey of 96 Texas public school superintendents and 96 Texas public school business managers determined their decision-making roles and differing perceptions of the facility planning process. Survey data reveal few significant differences between superintendents and business managers suggesting that business managers often perceive correctly to what extent superintendents involve others in decision making entailing school facility acquisition. Superintendents were more often collaborative than autocratic in decision making, particularly, during the "selling" and "occupation" phases of facilities' planning. "Selling" involved justification to the public for the new school and presentations made in the public arena to persuade members of the community of the need for the new school. During the "occupation" phase decisions were made to involve parents and other community members in the opening of the new facility through open houses, etc. Superintendents also tended to be highly collaborative when the time came to develop educational specifications for the new building. Business managers' perceptions for superintendents' decision processes did not significantly differ. Appendices provide study correspondences, the superintendent's job description, and the rankings of superintendents' skills and needs. (Contains 82 references.) (GR)

ED 448 591 FL 026 393

Language Learning Strategies Use by Secondary Foreign Language Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 88p.; The National Capital Language Resource Center was formerly the National Foreign Language Resource Center. NCLRC

of the 11 chapters.) (KFT)

ED 448 611 FL 801 419

Diamond, Judith
Using the Internet for ESL Beginners.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Education; *Computer Uses in Education; Elementary Secondary Education; *English (Second Language); *Second Language Instruction; Second Language Learning; *World Wide Web

This brief paper argues for using the Internet for English-as-a-Second-Language (ESL) instruction. Students of all ages and levels share an enthusiasm for exploring information and interacting online, and the often heard conventional wisdom that the Internet is too difficult for all but the most advanced ESL students is not true. ESL teachers need pictures, sound files, and videos to support their language teaching, and many are eager to share their lesson plans, activities, and curricula. The Internet is a fantastic resource for all these needs. Several ESL-friendly and useful Web sites are described and suggested. Great sources for "downloadable" photos, drawings, clip art, graphics, and java games are also suggested. A table entitled "Beginning ESL Internet Sites" providing a name, URL, and description for 22 sites is appended. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 448 612 FL 801 420

NCLEnotes, 1999-2000.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 16p.; Published twice per year. Fran Keenan edited Volume 8, Number 1.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Computer Uses in Education; Educational Resources; *English (Second Language); Language Minorities; Language Research; *Literacy Education; Pronunciation; Reading Skills; *Second Language Instruction; Second Language Learning; Standards; Teacher Educator Education

NCLEnotes is published twice yearly by the National Clearinghouse for ESL Literacy Education and the Center for Applied Linguistics. Volume 8 includes the following articles: "Speaking of Pronunciation" (MaryAnn Cunningham Florez); "NCLE Coordinates ESL Research Priorities"; "Reading in English"; and "A Standards Sampler." The regular features, "Resource Updates"; "News Notes"; and "NCLE Publications," are also included. There is also a special article on efforts to reach out to language minorities for Census 2000. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

Mobility; Health Services; Higher Education; *Nurses; Nursing; *Nursing Education

Over the years, the nursing educational system has prepared nurses for the many settings in which health care is delivered. As health care shifts from a fragmented system of disparate providers and payers to integrated management systems, nurses and other health care professionals are experiencing tremendous changes. The nursing education system must continue to produce the most qualified nurses to deliver cost-effective and quality care. Educational mobility in nursing is the vehicle by which nurses and aspiring nurses gain new knowledge and skills through formal and informal educational offerings. Educational mobility should continue to focus on promoting high standards, maintaining the quality and integrity of baccalaureate and graduate programs, and emphasizing the attainment of program outcomes. The focus of higher learning should be on the socialization of student to new professional roles and the knowledge and skills needed for those roles. Educational mobility must encompass diverse approaches to continuous, life-long learning for nurses and those planning to become nurses. Higher education in nursing should be offered using creative and flexible approaches that are incorporated into curricula and reflect consideration of individual learning needs. Some strategies are suggested to implement these objectives. (SLD)

ED 448 635 HE 033 644

Policy and Guidelines for Prevention and Management of Substance Abuse in the Nursing Education Community.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Health Education; Higher Education; *Nurses; *Nursing Education; *Prevention; *Substance Abuse

This paper suggests that in order to facilitate the management of substance abuse problems, schools of nursing should adopt written, comprehensive, and equitable substance abuse policies for students, faculty, and staff. Such policies should be based on the assumption that substance abuse is an illness that can be treated successfully and the philosophy that schools of nursing are committed to assisting their students and employees with recovery. The policy should incorporate prevention and education, identification of individuals with possible substance abuse problems, evaluation and referral for treatment, and re-entry programs on successful completion of treatment. The policy must comply with federal, state, and local laws. Although the same policy should apply to all, some variations may be necessary to address labor and professional requirements. (SLD)

ED 448 636 HE 033 645

Distance Technology in Nursing Education. AACN White Paper.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Distance Education; *Educational Technology; Higher Education; Nurses; Nursing; *Nursing Education; *Program

ED 448 657 HE 033 666

Ferren, Ann S.; Slavings, Rick
Investing in Quality: Tools for Improving Curricular Efficiency.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 00
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cost Effectiveness; Costs; *Curriculum Development; Educational Finance; Educational Quality; *Efficiency; *Evaluation Methods; *Higher Education; *Program Evaluation

This monograph describes a variety of approaches to understanding how cost and quality are related and offers analytical tools. The analyses focus on the direct cost of instruction for a course, a course of study, or an academic program and do not include related support services such as the library or academic computing. Following an introductory part 1, part 2, "Developing the Tools," focuses on choosing the unit of analysis, and framing the study of quality and cost. Part 3, "Financial Modeling of the Curriculum," describes a variety of questions that might be asked and then shows the mathematical model resulting from the analysis of relevant data. Part 4, "Strategies for Implementing the Tools," considers factors that inhibit academic management and the need for collaboration to achieve new approaches to academic management. Appendixes contain discussions of data sources required to analyze academic productivity and Web site data sources and information. (Contains 9 tables and 16 references.) (SLD)

ED 448 658 HE 033 667

Davis, Todd M.
Open Doors: Report on International Educational Exchange.
SPONS. AGENCY- Bureau of Educational and Cultural Affairs (Dept. of State), Washington, DC.
PUB DATE- 00
NOTE- 101p.; An electronic magazine at www.opendoorsweb.org contains analysis, commentary, and features not contained in this report.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Foreign Countries; *Foreign Students; Higher Education; *International Educational Exchange; *Profiles; *Student Characteristics; Student Exchange Programs; *Study Abroad

This report is a comprehensive information resource on the more than 514,000 international students in the United States and the more than 129,000 U.S. students who studied abroad in 1999. The Institute of International Education has conducted an annual statistical survey of the internationally mobile student population in the United States since 1948. The number of international students studying in the United States increased sharply during the 1999-2000 academic year. This year's total of 514,723 represents an increase of 4.8% over last year's figure. More than two-thirds of these students receive most of their funding for U.S. study from personal and family sources, and three-quarters receive most of their funding from sources

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Educational Finance; *Financial Support; Foreign Countries; Government Role; Grants; Higher Education; *Professional Development; *Resource Allocation; Teacher Recruitment; *Teacher Salaries
IDENTIFIERS- *England

This consultation document proposes a method for allocating the additional resources for rewarding, retaining, and developing staff in higher education in England, announced as part of the Government's Year 2000 spending review. The Government set aside 50 million pounds for the financial year 2001-2002, rising to 110 million pounds in 2002-2003, and 170 million pounds in 2003-2004. It is proposed that the extra funds be distributed to institutions in proportion to their combined basic recurrent grants from the Higher Education Funding Council for England for teaching and research. The funding would be released once institutions had provided human resources strategies addressing certain priority areas, including: (1) recruitment and retention difficulties; (2) specific staff development and training objectives; (3) development of equal opportunities targets; (4) reviews of staffing needs; and (5) performance reviews of all staff. Institutions would be free to determine their own objectives, and specific targets would be monitored through their annual operating statements. Administrators in human resources management are asked to respond to specified consultation issues related the proposal by February 12, 2001. An attachment (annex) contains a chart of indicative allotments for rewarding and developing higher education staff. (SLD)

ED 448 679 HE 033 690

Shelley, Mack C., II; Schuh, John H.
Are the Best Higher Education Journals Really the Best? A Meta-Analysis of Writing Quality and Readability.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Higher Education; Meta Analysis; *Readability; *Scholarly Journals; Selection; *Writing for Publication
IDENTIFIERS- Flesch Reading Ease Formula

This study examined the relationship between writing quality, readability, and selectivity in 17 higher education journals. Readability was assessed through two indexes of readability. Data were analyzed using zero-order Pearson product-moment correlations, independent two sample t-tests, and analysis of covariance. Findings show that quality of writing and readability did not vary as a function of selectivity. Journals that were more selective featured significantly more complex forms of writing, and journals with more general topics were significantly more selective than those with a more specialized focus. Two appendixes contain scoring categories for the Flesch Reading Ease index and a list of the publications reviewed for the study. (Contains 3 tables and 30 references.) (SLD)

ED 448 680 HE 033 691

Hixson, Adalyn, Ed.
The Hispanic Outlook in Higher Education, 1998-1999.
PUB DATE- 99
NOTE- 1074p.; For volume 8, see ED 421 957.

ED 448 700 IR 020 463

Bruce, Nigel; Desloge, Pat
"Don't Forget the Teachers!" Evaluating the Impact of IT Integration into a University Curriculum.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Curriculum Development; Educational Technology; *English Instruction; English (Second Language); Foreign Countries; Higher Education; *Information Technology; Problems; Second Language Instruction; *Teacher Attitudes; Teacher Surveys
IDENTIFIERS- *Technology Integration; University of Hong Kong

This paper reports on the findings of two surveys, one year apart, that examined the experiences and attitudes of teachers in a University of Hong Kong English Centre related to the prospect of a curriculum increasingly mediated through information technology (IT). The responses bear witness to the problems teachers experienced in attempting to computerize their pedagogical practices and show how issues of technology, workload, and support can contribute to levels of anxiety and resistance in the workplace. By the end of the second year, a few teachers remained skeptical that computers can enhance language teaching, but any remaining apprehension regarding IT tended to be focused on real administrative and logistical problems of implementation. The paper concludes with recommendations to institutions seeking to pursue the path of integrating IT into well-established curricular practices. (Contains 10 references.) (Author/MES)

ED 448 701 IR 020 464

Brusilovsky, Peter; Miller, Philip
Web-Based Testing for Distance Education.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Testing; *Distance Education; Educational Technology; Evaluation Criteria; Evaluation Methods; Higher Education; Models; *Test Construction; *World Wide Web
IDENTIFIERS- Technology Utilization; *Web Based Instruction

This paper provides a technology-based review of World Wide Web-based testing technologies. It suggests an evaluation framework that could be used by practitioners in Web-based education to understand and compare features available in various Web-based testing systems. In order to compare existing options, the life cycle of a question in Web-based education is divided into three stages: (1) preparation, including authoring support, storage, and selection; (2) delivery, including presentation, interaction, and getting the answer; and (3) assessment, including evaluation, grading and recording, and feedback.

student self-assessment of ability to perform various Instructional Systems Design (ISD) tasks. Results revealed that the students in the face-to-face course held slightly more positive perceptions about the instructor and overall course quality, although there was no difference between the two course formats in learning outcomes. The findings have direct implications for the development and delivery of online instruction. (Contains 16 references.) (Author/MES)

ED 448 723 IR 020 486

Johnson, Miriam McNown
Student Use of Computer-Mediated Communication in a Distance Education Course.
PUB DATE- 99
NOTE- 6p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Uses in Education; Content Analysis; *Distance Education; Graduate Study; Higher Education; Social Work; Student Attitudes; Student Surveys
IDENTIFIERS- *Technology Utilization

Students enrolled in a graduate level social work class offered through distance education were encouraged to use e-mail and a class listserv. Analysis of the sources and content of course-related electronic transmissions revealed that distant students were significantly more likely than on-campus students to use e-mail and a course listserv. Students used the technology most often for practical reasons, such as asking for clarification of course expectations or requesting exam results. They seldom used the listserv for extended discussions of course content or related topics. In responses to a survey about their use of computer-mediated communication (CMC), students reported significant increases in self-assessed competence and expressed positive opinions about these technological supports. A table presents data on the topics of student messages. (Contains 17 references.) (Author/MES)

ED 448 724 IR 020 487

Jones, David; Stewart, Sharonn
The Case for Patterns in Online Learning.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Distance Education; *Educational Technology; Foreign Countries; Higher Education; Problems
IDENTIFIERS- Central Queensland University (Australia); *Online Courses; *Pattern Analysis

This paper describes problems related to online learning at Central Queensland University (Australia) and suggests a process for the development and use of patterns in online face-to-face course. Comparisons included motivation maintenance, task engagement, and cognitive controls. Results revealed significant relationships between preferences and course success on five constructs for the face-to-face students and no significant relationships for the online students. Overall, the findings suggest that students can be equally successful in face-to-face and online environments regardless of learning style preferences. (Contains 10 references.) (Author/MES)

ED 448 746 IR 020 509

Bi, Xiaoshi
Instructional Design Attributes of Web-Based Courses.
PUB DATE- 00
NOTE- 7p.; In: WebNet 2000 World Conference on the WWW and Internet Proceedings (San Antonio, TX, October 30-November 4th, 2000); see IR 020 507.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Distance Education; *Educational Technology; Higher Education; *Instructional Design; *Instructional Development; Instructional Materials; Interviews; Qualitative Research; *World Wide Web
IDENTIFIERS- *Course Development; *Web Based Instruction

In an effort to apply traditional instructional design theories to World Wide Web course development, this qualitative research study examined experiences in Web course design and delivery and explored what components affected Web-based course design. The purpose of the study was to identify and document instructional design attributes of the Web courses that contribute to the comprehension of online instruction and the relationships between these major areas in Web-based courses: instructional design; course development; content delivery; and administrative support. Data were collected through analysis of course materials, interviews with faculty, instructional designers, administrators, and distant learners, and analysis of online instruction activities at three higher education institutions. Four major findings in Web course design provide a base for the teaching and learning transaction: (1) the online instruction should be designed specifically for the distance learners; (2) the design must incorporate phases that are both immediate and long-range; (3) the design of the instruction should be systematic in nature; and (4) the designing of the instruction, and therefore the inclusion of the instructional strategy and delivery mode, must be based upon the knowledge of how the distance student is going to learn. (MES)

ED 448 747 IR 020 510

Bogen, Manfred; Bonkowski, Christian; Borowski, Marion; Loffler, Jobst
Digitizing a Cultural Heritage--The Key Issue for Preservation and Electronic Publishing.
PUB DATE- 00
NOTE- 7p.; In: WebNet 2000 World Conference on the WWW and Internet Proceedings (San Antonio, TX, October 30-November 4th, 2000); see IR 020 507.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Glossaries; Higher Education; *Instructional Systems; Postsecondary Education; Preschool Education; Tables (Data)
IDENTIFIERS- *Europe

This second volume of the "European Glossary on Education" includes close to 500 national terms used to designate categories or types of educational institutions for all levels of education. In addition to the 24 countries covered in the first volume (the 15 Member States of the European Union, the 3 EFTA/EEA countries and the 6 pre-accession countries), it includes Estonia, Latvia, Lithuania, Slovenia and Cyprus. The glossary only includes institutions offering full- or part-time education and training which is provided in a school setting or alternates with practical training in a company or training center. The terms are presented in two sections. The first section lists the terms in alphabetical order for all countries and educational levels. Only the main terms, standard abbreviations and synonyms are included in the alphabetical list. Besides the explanatory note on the term, the information given for each entry includes a country reference, the most common grammatical forms of the basic term, and the level of education concerned. The second section presents summary tables by country. The terms of the category in question (i.e. the educational establishments) are classified by level of education. Countries are presented in the order used by the European Communities. Only the general terms are included in the national tables. Abbreviations and synonyms are shown in brackets. Certain details of specific characteristics are shown below the summary tables where this is likely to contribute to understanding of the national situation. (AEF)

ED 448 768   IR 020 534

Joseph, Linda C.
Net Curriculum: An Educator's Guide to Using the Internet.
PUB DATE- 99
NOTE- 193p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Uses in Education; *Educational Resources; Elementary Secondary Education; Information Sources; Instructional Materials; *Internet; Learning Activities; Online Searching; World Wide Web

This practical guide for K-12 teachers, librarians, and computer/media specialists presents online projects, Web sites, search engines, information resources, research tips, and "virtual" field trips--educator-reviewed and with coverage for all subjects and grade levels. The first chapter, "Cyberspace Research--Working the Web," includes information on the Big6 and WebQuest approaches and citing electronic resources, and provides "WWW CyberGuides," or rating guide forms. The second chapter, "Internet Resources," describes sites for Internet resources in each of the following categories: general, art, clip art, economics, encyclopedia, foreign language, health and nutrition, keypals, language arts, math, music, physical education, science, social studies, and study and research. The third chapter, "Internet Project Ideas and Activities," practically oriented; their teaching and learning methods reflect approaches different from those of universities. Training and learning methods focus on learning by doing. Project work used in polytechnic programs offers students meaningful forms of learning in collaboration with other students, teachers, and representatives of working life. Use of project-based learning varies in different fields of polytechnic programs. Two phenomenographic case studies at three AMK institutions: Kajaani Polytechnic, Jyvaskyla Polytechnic and Helsinki Polytechnic, reveal ways of integrating theory into practice and school- and work-based learning. Results of the case studies indicate that the students' learning goals can be organized into the following four main categories: style of learning; social orientation; professional orientation; and locus of control. Project-based learning develops students' self-regulation, communication, and collaboration skills. (Contains 73 references.) (YLB)

ED 448 276 CE 081 034

Abbott, John; Ryan, Terry
Community as the Web of Learning.
PUB DATE- 00
NOTE- 21p.; Produced by the 21st Century Learning Initiative.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Adult Literacy; Case Studies; *Community Action; Community Development; *Community Education; Cooperative Planning; Definitions; Educational Environment; *Educational Improvement; Educational Objectives; Educational Opportunities; *Educational Planning; Educational Principles; Educational Theories; Elementary Secondary Education; Foreign Countries; Functional Literacy; Intergenerational Programs; Learning Processes; *Lifelong Learning; Literacy Education; Politics of Education; *School Community Relationship; Strategic Planning; Theory Practice Relationship
IDENTIFIERS- *Grassroots Efforts; Job Shadowing; New Jersey (Princeton)

This document cites theoretical works and actual cases to examine the notion of community as the web of learning. The first half of the document explores the different perspectives about the concept of community and traces the evolved nature of community through an overview of how humans have banded together to form communities from the early days of the human species to the present. Issues raised include the role of education in preparing children for lifelong learning and effective community participation, the hidden curriculum of compulsory schooling, and the interplay between individual and community interests. The second half of the document profiles two community initiatives to further community development by improving local educational opportunities. In the first initiative, which took place in Princeton, New Jersey, community members spent 2 years crafting a plan to improve local schools, help adults regain their enthusiasm for learning, and work toward functional literacy for all community members. In the second initiative, called Letchworth Education 2000, residents of Letchworth, England, formed 12 community study groups that spent 12 months working to improve in-school and post-school education in their community, including having 15% of local teachers spend 3 weeks shadowing community members in their workplaces. (Contains 22 endnotes.) (MN) priority, outmoded and erroneous ways of thinking are actively identified and corrected, and all members clearly understand and support the purpose and vision of the organization. The LO has proved difficult to define. These five different types of definitions have been found: philosophical, mechanistic, educational, adaptive, and organic. At the conceptual level there is disagreement about the premises on which the LO is based. At the most fundamental level are two very different conceptions of organizational learning--learning in organizations and learning by organizations. Another reservation about the concept of the LO concerns whether it can be measured. A common misconception in implementation is that the LO is an attainable finished product, an idea doomed to failure because the LO is a developing ability to conduct a continual process--learning--over the long term. The shadow side to the LO is its use as a way to get more out of the work force or downsize. Other concerns in implementation are the conflict between learning and earning; who is learning; how to provide a menu of learning approaches; how to allow for mistakes; and the possibility that the conclusion of the learning is that the organization should be dismantled. (22 references) (YLB)

ED 448 294 CE 081 055

20 Facts on Women Workers. Facts on Working Women.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Age Differences; Career Choice; Career Education; College Graduates; Comparative Analysis; *Education Work Relationship; *Employed Women; *Employment Level; *Employment Patterns; Employment Projections; High School Graduates; Income; Information Sources; *Labor Force; Military Personnel; Occupations; Part Time Employment; Participation; Postsecondary Education; Predictor Variables; Public Agencies; Racial Differences; *Salary Wage Differentials; Secondary Education; Self Employment; Tables (Data); Temporary Employment
IDENTIFIERS- Contingent Employment; Department of Labor

Of the 108 million women age 16 or over who were part of the 1999 civilian noninstitutional U.S. population, 65 million (about 60%) were either employed or actively looking for work. In 1999, black, white, and Hispanic women participated in the labor force at rates of 63.5%, 59.6%, and 55.9%, respectively. According to projections, women will constitute 48% of the labor force in 2008. Rates of women's labor force participation by educational levels in 1999 were as follows: less than a high school diploma, 31.9%; high school diploma, 55.9%; some college, 66.1%; and college graduate, 74.8%. In 1999, 75% of the United States' 62 million employed women were employed full-time. The largest share of employed women worked in technical, sales, and administrative support occupations. In February 2000, women accounted for 14.4% of military personnel. In 1999, 3.4 million were self-employed, 3.7 million held multiple jobs, and 2.9 million were contingent workers. On average, women earned 77% of what men earned. Women maintained 22% of the 34.8 million U.S. families with children under 18. (Concluding the document are addresses and contact information for the 10 regional offices of the U.S. Department of Labor Women's Bureau and the bureau's National Resource and Information Center.) (MH) "essential questions" about the materials presented; and (6) chapter highlights. Concluding the reference book are a 28-item reference list and an index. The student activity book provides a variety of pencil-and-paper activities designed to correlate with and reinforce the concepts presented in the reference book's 23 chapters. The following are among the topics covered in the program: the textile and apparel industries; career opportunities and employability success; selecting and coordinating apparel and accessories; design; merchandising; sewing equipment; garment design, construction, and alteration; laundry and dry cleaning; and safety and sanitation. (MN)

ED 448 312 CE 081 083

Cheatham, Joyce
Child Development. Teacher's Instructional Guide.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Career and Technology Education.
PUB DATE- 00
NOTE- 380p.; Funded under Public Law 101-392, Carl D. Perkins.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavioral Objectives; Birth; Brainstorming; Career Choice; Career Development; *Career Education; Career Planning; Case Studies; Child Abuse; Child Behavior; *Child Care Occupations; *Child Development; Child Health; Classroom Techniques; Community Health Services; *Competency Based Education; Computer Uses in Education; Counseling Services; Curriculum Development; Debate; Decision Making; Early Childhood Education; Early Intervention; Education Work Relationship; Educational Games; Educational Resources; Employment Opportunities; Employment Potential; Employment Qualifications; Experiential Learning; Family Life; Health Promotion; Health Services; High Schools; Home Economics Skills; Human *Family and Consumer Sciences; Family Career and Community Leaders of America; *Texas
IDENTIFIERS- *Family and Consumer Sciences; Family Career and Community Leaders of America; *Texas

This teacher's instructional guide, which is part of a family and consumer sciences education series focusing on a broad range of employment opportunities, is intended to assist teachers responsible for teaching one- and two-year child development programs for Texas high school students. The following are among the items included: (1) introductory materials (course description; overview of course design; list of facilities, equipment, and resources; information about Family, Career, and Community Leaders of America; instructions for using the guide); (2) pertinent Texas Essential Knowledge and Skills; (3) sample block plans and block planning master; (4) recommended instructional strategies; (5) supervised career connections experiences; (6) blended activities; (7) creative ideas for presenting the material (including team activities, resource persons, case studies, listening teams, debate, brainstorming, games, and Internet activities); (8) list of 95 resources; and (9) 105 teaching aids. The following are among the topics covered in the program: prenatal care and development; hereditary and environmental factors; growth and care of children throughout the various stages from infant to school-age child; child care agencies and services; impact of child abuse on children and families; health and wellness of

NOTE- 43p.; "The research component of this project was funded by a grant from Canada Post." Alison Blackburn and Rob Assmus wrote a report from which the bibliography is based. Sadia Mir wrote additional annotations and did bibliography creation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Annotated Bibliographies; Audiovisual Instruction; Citations (References); *Educational Research; Educational Television; Literacy; *Literacy Education; Marketing; Mass Media Role; *Research Reports; Social Influences; *Telecourses; *Television; Television Research

This annotated bibliography was developed for the Centre for Literacy of Quebec's 2000 Summer Literacy Institute, "Adult Literacy and Television: Has a Familiar Resource Been Overlooked?" and contains 49 citations of Canadian, British, and American research in the field of adult literacy and television from the 1960s to the year 2000. The bibliography is arranged in chronological order to show the shift in perspectives over time. References to 10 additional articles of interest also are included. Citations are indexed alphabetically by author and keywords. Keywords are provided under each annotation for quick reference. (KC)

ED 448 329 CE 081 105

Beveridge, Jennifer
Health Communication and Literacy: An Annotated Bibliography.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 98
NOTE- 38p.; Update of 1995 edition. Funded by proceeds from Quebec Golf Day for Literacy. "The research component of this project was funded by a grant from Canada Post."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Annotated Bibliographies; Cancer; Child Health; Client Characteristics (Human Services); *Content Area Reading; Diabetes; Empowerment; Evaluation Methods; Foreign Countries; *Health Materials; *Health Promotion; Information Sources; Internet; *Literacy Education; Nutrition; Older Adults; *Patient Education; Public Policy; Reading Ability; Reading Diagnosis; World Wide Web
IDENTIFIERS- *Canada; Lupus; Maternal Health; Plain English; Plain Language

This annotated bibliography lists publications and World Wide Web sites dealing with health communication and literacy. The 51 publications, which were all published between 1982 and 1998, contain information about and/or for use in the following areas: assessment, assessment tools, elderly adults, empowerment, maternal and child health, patient education, plain language, and plain language materials. The following are among the topics covered within those broad areas: assessment of the reading ability and communication skills of elderly individuals; data collection methods; assessment of the difficulty level of health-related materials; socioeconomic factors affecting patient assessment; drug compliance among elderly individuals; empowerment and community health; patient education related to specific types of cancer, diabetes, and lupus; patient education models; and patient education materials devoted to nutrition. The following are among the materials available at the nine Web sites listed: search engines; links to health- and nutrition-related Web sites whose

Job Corps and discusses key policy issues related to basic skills and study objectives. Chapter II addresses study design issues, interview response rates, and analytic methods used to estimate program impacts on literacy scores. Chapter III presents Job Corps impacts on three domains of literacy skills (prose, document, and quantitative) and provides a descriptive analysis, impact findings, and estimates of literacy for key subgroups. It reports that the typical youth Job Corps serves has lower functional literacy scores than the typical young adult, especially in the quantitative literacy domain. Job Corps' impacts on participants' functional literacy skills were positive in all three domains. Chapter IV discusses the extent to which estimated impacts on literacy skills are consistent with impact findings on key outcomes associated with literacy skills. A proposed theoretical framework is used to examine the link among educational attainment, labor market outcomes, and literacy skill scores. Empirical results on these relationships are presented: literacy levels are influenced by schooling and employment measures; and some association exists between literacy assessment scores and labor market outcomes, but a large residual variation in earnings remains. Appendixes contain 13 references, analysis of nonresponse, administration and scoring of the assessment, and supplementary tables. (YLB)

ED 448 346 CE 081 144

Kirk, James; Patterson, Aimee; Woody, Connie; Lewis, Kathy; Cook, Marian; Duckett, Steve
GRAB for Time: A Time Management Skills Board Game.
PUB DATE- 01
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Resources; *Efficiency; Job Training; *Management Games; Organizational Development; *Planning; Postsecondary Education; *Self Management; *Staff Development; *Time Management; World Wide Web
IDENTIFIERS- Board Games; *Goal Setting

In addition to a brief introduction to time management, this document contains a training manual for teaching time management skills to workers at all levels in an organization. The training is offered in the form of a board game that takes approximately 1-1/2 to 2 hours to play. Among the time management principles learned in the game are prioritizing and goal setting skills. The game contains many real life time management dilemmas. Included in the manual are various ways the game can be customized to meet the needs of a particular audience. The manual also contains a list of Web sites where participants can go for additional information on time management. (Author/KC)

ED 448 347 CE 081 145

Silins, Halia
Action Learning: A Strategy for Change.
SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 00
NOTE- 17p.; Part of a larger project entitled "Teaching and Learning the Key Competencies in the Vocational Education and Training Sector: Research Support."
LANGUAGE- English

PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Graduate Students; Higher Education; Interviews; *Mentors; Professional Development; *Student Publications; *Student Research; *Teacher Student Relationship; Undergraduate Students

Classroom assignments have limitations in their ability to encourage student learning, communication skills, and appreciation for the professional aspects of psychology as a science. This document emphasizes the value of teaching beyond the classroom by mentoring undergraduate student scholarship. It identifies many opportunities for students to publish and present in both student and professional forums, and presents pedagogical, personal, and professional benefits of such joint endeavors for students and faculty. The benefits for students presenting research include: (1) promoting creativity and critical thinking skills; (2) encouraging collaborative learning; (3) refining communication skills; and (4) developing feelings of competence and familiarity with the entire research process. Interviews with former American Psychological Association presidents and anecdotal reports by instructors who have mentored students reinforce the advantages of the mentor approach. Table 1 lists information about psychology journals that publish undergraduate students' scholarly work. (Contains 18 references.) (JDM)

ED 448 364   CG 030 518

Hylander, Ingrid
Turning Processes: The Change of Representations in Consultee-Centered Case Consultation. Linkoping Studies in Education and Psychology No. 74.
SPONS. AGENCY- Swedish Council for Social Science Research, Stockholm.
PUB DATE- 00
NOTE- 318p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Consultation Programs; Counseling; *Counseling Theories; *Counselor Client Relationship; Day Care Centers; Foreign Countries; Interpersonal Relationship; Preschool Education; *Young Children
IDENTIFIERS- Sweden

This study investigates sudden changes in the consultee-centered case consultation method. Three types of sudden changes in consultation were identified: (1) turnings, (2) turning points, and (3) shifts. The first part of this study explores the turning of the consultee's representation of his/her interaction to the client. The second part considers the interaction between the consultee and the consultant, and describes how the process oscillates between three interaction modes: discharge-confirm, display-concern, and discover-challenge. The third part explores how the consultation process starts to move again through sudden shifts after having been stuck. Data were collected from interviews with consultants and

Peer Relationship; Secondary Education; *Secondary School
  Students; Student Surveys; *Substance Abuse
IDENTIFIERS- *National Longitudinal Survey of Youth

Student misbehavior is a problem affecting schools across the nation. Many school districts are searching for programs to remediate and reform problematic behavior in students. In order to develop successful programs, it is important first to understand what constitutes student misbehavior and second to determine reasons for students' behavior. The subjects for this study are participants in the National Longitudinal Study of 1988. Factors explaining students' behavior were looked at in 1988, 1990, and 1992, thus following them from 8th grade through their senior year. The data from this study confirms the existence of a common misbehavior construct comprised of both misbehavior and substance abuse items. Findings also support the ecological theory of behavior, where discipline problems are a result of a complex interaction of influences and thus should be treated within the system, rather than individually. The influence of an adolescent's peer group was found to explain student behavior throughout the high school years better than any other variable. Having academically-oriented friends seemed to encourage students to behave well and to help them resist drugs and alcohol. Negative peer influence seemed to greatly increase a student's risk for behavior problems and substance abuse. (Contains 12 tables and 24 references.) (JDM)

ED 448 385   CG 030 580

Schwarzer, Christine; Buchwald, Petra
Dyadic Coping and Interpersonal Trust in Student-Teacher
  Interactions.
PUB DATE- 00
NOTE- 9p.; Poster session presented at the Annual Conference of
  the American Psychological Association (108th, Washington,
  D.C., August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coping; *Graduate Students; Helping Relationship;
  Higher Education; *Interpersonal Communication; Interpersonal
  Competence; *Stress Variables; *Teacher Student Relationship;
  Test Anxiety
IDENTIFIERS- *Oral Examinations

A longitudinal study was undertaken to determine whether interpersonal competence of teachers and students was related to coping strategies of students during an oral examination. The main research question was to find out whether expected supportive dyadic coping, the wish to delegate coping and interpersonal trust, assessed 8 weeks before an oral exam, could serve as a possible predictor of coping strategies during the exam. Students (N=67) from a department of education and ranging in age from 21 to 38 completed the survey. Significant positive correlation existed between interpersonal trust and coping strategies. Expectations that the examiner can be trusted was positively associated with coping strategies showing consideration and negatively correlated with antisocial-aggressive coping. The results support the hypothesis that examinees' trust in their examiner is positively correlated with seeking social support during the oral exam. Interpersonal trust as a protective factor in an exam situation may lead to cooperation and prosocial coping strategies, but if risk of becoming vulnerable is too high, defensive or even aggressive

descriptions of strategies, especially the cautions and comments for each strategy; and discusses each strategy in terms of current research findings that address their utility. Units in the book are: (1) Lesson Frameworks for Reader Support; (2) Holistic, Whole-Language, Learner-Centered, and Literature-Based Approaches; (3) Intervention Programs for "At-Risk" Readers; (4) Phonics and Word Identification; (5) Teaching Reading as a Language Experience; (6) Response to Literature and Drama; (7) Responding to Reading as Writers and Genre Study; (8) Discussion and Cooperative Learning; (9) Comprehension Development and Thinking Critically; (10) Meaning Vocabulary; (11) Content Area Literacy; (12) Studying; (13) Oral Reading; and (14) Assessment Strategies for Classrooms, Teachers, and Students. (RS)

ED 448 406   CS 013 988

Wood, Karen D., Ed.; Dickinson, Thomas S., Ed.
Promoting Literacy in Grades 4-9: A Handbook for Teachers and Administrators.
PUB DATE- 00
NOTE- 453p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Administrator Role; Class Activities; Gifted; Instructional Effectiveness; Integrated Activities; Interdisciplinary Approach; Intermediate Grades; *Literacy; Middle Schools; Program Effectiveness; *Reading Instruction; Reading Programs; Student Motivation; *Theory Practice Relationship; *Writing Instruction

This comprehensive handbook focuses on literacy issues in grades 4-9. It is a reference guide that covers everything from the role of the principal and the characteristics of the learners to teaching the gifted and motivating the reluctant learner. Chapters offer an array of examples of student work, classroom vignettes, sample lessons, and step-by-step descriptions of instructional strategies. The book is in 3 main sections. Part One, The Literacy Program in the Intermediate and Middle Grades, contains the following chapters: (1) "The Role of the Teacher in the Literacy Program" (Nancy Farnan); (2) "The Role of the Principal in the Literacy Program" (Dana L. Grisham, Diane Lapp, and James Flood); (3) "The Role of the Literacy Specialist" (K. Denise Muth and Shawn M. Glynn); (4) "Settings for School Literacy Programs" (David W. Moore); (5) "Encouraging Family Involvement in the Intermediate and Middle Grades" (Timothy Rasinski and Gay Fawcett); (6) "Building Alliances, Building Community, Building Bridges through Literacy" (Laurie Stowell); and (7) "Standards in the Middle: Moving Beyond the Basics" (Sharon O'Neal and Barbara Kapinus). Part Two, Literacy and the Intermediate and Middle School Learner, contains the following chapters: (8) "Developmental Tasks of Early Adolescence: The Foundation of an Effective Literacy Learning Program" (Judith L. Irvin and Susan E. Strauss); (9) "Motivation Matters: Fostering Full Access to Literacy" (Linda B. Gambrell, Ann J. Dromsky, and Susan Anders Mazzoni); (10) "'You Want To Read What?' Giving Students a Voice in Their Own Literacy and in the Literacy Program" (Tom Liner and Deborah Butler); (11) "Students with Learning Disabilities and Literacy Issues" (Bob Algozzine, John Beattie, Bob Audette, and Monica Lambert); (12) "Exemplary Schooling for Intermediate and Middle School Students Acquiring English" (Josefina Villamil Tinajero and Sandra Hurley); and (13) each readily usable for teachers outside the reading field. Expanding on the first edition of the book, which included Discussion Web, Frayer Model, K-W-L Plus, and Semantic Feature Analysis, this edition has added Questioning the Author, Learning Logs, Chapter Tours, Template Frames, History Memory Bubbles, Mind Mapping, I-Charts, and Power Notes. A Strategy Index is included with each strategy, which teachers can use to discern the benefits to their students--those who want more in-depth treatment of a strategy can consult the resources listed at the end of each strategy description. The book's Appendix contains blank strategy forms suitable for use with an overhead projector or for student worksheets. (NKA)

ED 448 425   CS 014 209

Fehring, Heather, Ed.; Green, Pam, Ed.
Critical Literacy: A Collection of Articles from the Australian Literacy Educators' Association.
PUB DATE- 01
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Childrens Literature; *Critical Reading; Educational Research; Elementary Secondary Education; Foreign Countries; *Language Arts; *Literacy; *Teacher Role; Theory Practice Relationship
IDENTIFIERS- Australia; *Critical Literacy; *Critical Pedagogy; Text Factors

This compilation of one new article and 11 previously published articles from the Australian Literacy Educators' Association offers diverse perspectives on critical literacy. The articles explain the principles of critical literacy from a theoretical perspective, illustrate the comparative changes between theories of literacy development, detail the practical implementation of critical literacy principles, and highlight the changing role of the teacher in the process of students coming to understand the multiple meanings of texts and the power of language. Following an introduction by the editors, articles are: "Critical Literacy Revisited" (Pam Green); "Critical Literacy/Socially Perceptive Literacy: A Study of Language in Action" (James Paul Gee); "No Single Meaning: Empowering Students To Construct Socially Critical Readings of the Text" (Ann Kempe); "The Crediting of Literate Competence in Classroom Talk" (Carolyn D. Baker and Peter Freebody); "(Sub)versions: Using Sexist Language Practices To Explore Critical Literacy" (Pam Gilbert); "Critical Literacy and Children's Literature: Exploring the Story of Aladdin" (Anne Hanzl); "Classroom Explorations in Critical Literacy" (Barbara Comber); "Torres Strait Islanders Speak: Building a Model of Critical Literacy" (Stephen van Harskamp-Smith and Karen van Harskamp-Smith); "Making Community Texts Objects of Study" (Allan Luke; Jennifer O'Brien; Barbara Comber); "'...and What about the Boys?' Re-reading Signs of Masculinities" (Grant Webb and Michael Singh); "Critical Literacy and Pop Music Magazines" (Lorraine Wilson); and "Literacy and the New Technologies in School Education: Meeting the L(IT)eracy Challenge?" (Cal Durrant and Bill Green). Appended are seven critical literacy book reviews. (NKA)

ED 448 426   CS 014 210

The Final Report of the Maryland State Task Force on Reading.
PUB DATE- 98

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperative Learning; *Educational Benefits; Group Activities; Higher Education; *Instructional Effectiveness; *Learning Strategies; Outcomes of Education; *Student Centered Curriculum; Student Participation; Teaching Methods

This article, which details the benefits of collaborative learning, is intended to promote human interactions through cooperation as the favored educational paradigm. The first part of this article presents four major categories of benefits created by collaborative learning methods: academic, social, psychological, and assessment. Each of these areas is subdivided further to help the reader focus on specific themes within each category. Paragraph headings are used to highlight specific results of cooperative learning techniques. Academic benefits include promoting critical thinking skills, involving students actively in the learning process, improving classroom results, modeling appropriate student problem solving techniques, personalizing large lectures, and motivating students in specific curricula. Social benefits include developing a social support system for students, building diversity understanding among students and staff, establishing a positive atmosphere for modeling and practicing cooperation, and developing learning communities. Psychological benefits of student-centered instruction include increasing students' self-esteem, reducing anxiety, and developing positive attitudes towards teachers. Assessment benefits involve alternate student and teacher assessment techniques as collaborative teaching techniques utilize a variety of assessments. The second section of this report describes each of 67 benefits without regard to any ordering. An outline of the 67 benefits is provided prior to the extended descriptions. Contains 162 references. (RS)

ED 448 445 CS 217 308

Panitz, Theodore
The Journey Begins! Getting Started Using Collaborative Learning Techniques.
PUB DATE- 99
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; *Cooperative Learning; Group Activities; Higher Education; Instructional Design; Instructional Effectiveness; Instructional Innovation; Learning Strategies; *Student Participation; Teacher Education; *Teaching Methods
IDENTIFIERS- *Collaborative Learning

Successful implementation of a Collaborative Learning (CL) strategy is much like planning for a journey. The more people are talked to and the more background research is done about the journey, the more successful it will be. Teachers who want to start using CL techniques should observe a teacher or teachers who are experienced and proficient in the use of CL techniques. Obtaining training prior to introducing CL into the classroom is mandatory. Preparation for classes using CL is the key to success. In order to help students begin the process of working collaboratively, it is necessary to provide activities that will foster a cooperative environment and encourage students to get to know each other from different perspectives. Keeping a record of what works and why as the teacher develops CL techniques is desirable. As the CL process is begun, contexts of educating culturally and linguistically diverse students. The framework set forth in the book challenges educators around the country to draw on an awareness of the ethical complexities of their work and to develop the disposition of a "citizen teacher" dedicated to fostering in all students the ability to envision, create, and participate in a more humane and democratic society. An appendix contains notes of the teachers' meeting. Each chapter includes notes. Also contains extensive references. (NKA)

ED 448 466   CS 217 358

Sanacore, Joseph
Needed: Caring Schools. A Brief Commentary.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Environment; *Educational Objectives; Elementary Secondary Education; *Public Schools; *Social Problems; Student Development; *Student Needs
IDENTIFIERS- *Caring; Comer (James P); *Program Characteristics

Although helping students achieve academically is a major goal of public education, children come to school with a wide variety of needs and therefore should be treated as whole people rather than as detached receptacles for academic knowledge. A critical issue is the departure of adults from children's lives. What can schools do to promote a more caring environment which attempts to negate the negative impact of today's demography and simultaneously promote better academic achievement? Foremost is an acceptance that it really does take a whole village to rear a child. Fortunately, several innovative programs highlight the importance of children's overall development as being critical for their success in school. Two model programs are the School Development Program (involving educators, parents, community, and church), founded by James Comer more than 30 years ago, and the Talk to a Literacy Learner program developed by Trevor Cairney of the University of Western Sydney (Australia), which has been implemented in urbanized suburban schools in Sydney and has been successful in helping parents develop confidence and self esteem and interact positively with their children. Schools need to strike a balance of caring and substance because students thrive on both perspectives. (NKA)

ED 448 467   CS 217 359

Sanacore, Joseph
Struggling Literacy Learners Benefit from Lifetime Literacy Efforts.
PUB DATE- 00
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Lifelong Learning; *Reading Attitudes; Reading Difficulties; *Reading Habits; *Reading Material Selection; Reading Materials; *Scaffolding (Teaching Technique); *Student Attitudes

Developing the lifelong love of reading requires lifetime literacy efforts. Teachers and administrators who support these

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assignments; *Creative Expression; *Cultural Context; *Family Life; Higher Education; *Interpersonal Communication
IDENTIFIERS- Course Development; Creativity Project; *Family Communication

This paper describes an assignment originally designed for a course in family communication now being taught at the upper undergraduate level at a state university in the southwestern United States. The shrine, the project/assignment described in the paper, combines locally relevant cultural traditions which are broadly applicable with course concepts such as defining families; family stories and meaning making; family themes; rituals and traditions; family rules and roles, and so forth. While the text used is Turner and West's (1998) "Perspectives on Family Communication," the paper's assignment could be adapted to courses using a variety of other texts. In the course an (inter)cultural approach is taken, relevant to both the instructor's academic preparation and the multicultural teaching environment. The paper argues for the use of creative projects in communication courses and follows with a brief discussion of shrines/altars as creative and family traditions. It then discusses the assignment, giving three examples that illustrate both the academic and personal value of the assignment for students. (NKA)

ED 448 490 CS 510 489

Sandmann, Warren G.
Kincaid v. Gibson: Hazelwood Goes to College.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Freedom; *Court Litigation; *Freedom of Speech; High Schools; Public Schools; Scholastic Journalism; State Colleges; *Student Publications; *Student Rights
IDENTIFIERS- Case Law; First Amendment; Hazelwood School District v Kuhlmeier; Legal Research; Supreme Court

The purpose of this paper is threefold: first, it reviews the Supreme Court decision in "Hazelwood," one of the prime cases in reducing student speech rights; next, it looks at the legal history of "Kincaid," a series of cases that appears to be on the verge of applying the restrictions on high school student speech announced in "Hazelwood" to college and university students; and finally, it looks briefly at a separate series of cases, "Urofsky," that are creating restrictions on faculty expression at state college and universities. Overall, the tone and message of the paper is that courts are appearing more and more willing to restrict expression rights in deference to the wishes of majorities, embodied as school authorities at the high school or college level, or legislatures at the college and university level. (Contains 19 references.) (NKA)

ED 448 491 CS 510 490

Johnson, Ed
The Underreported Use of Integrated Marketing Communication by

development of different ways of working. Section three presents the factors that appear to facilitate multidisciplinary teamwork, and section four provides evidence of inhibitors that can interfere with such teamwork. The last section discusses the implications of these changes on Scottish education. (Contains 54 references.) (RJM)

ED 448 509 EA 030 768

Preventing School Violence: Resource Guide to Safe Schools.
PUB DATE- 00
NOTE- 346p.; Produced with the Health and Administration Development Group. Jo Gulledge, executive director; Shawn Beard, senior research editor; introduction by Kenneth S. Trump.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Administration; *Educational Environment; Elementary Secondary Education; *Prevention; *School Safety; *School Security; Social Influences; *Violence

This guide surveys numerous violence-prevention and -management issues--from recognizing warning signs for preventing violence to developing crisis-management steps for addressing those incidents that cannot be prevented. The guide focuses on school-safety strategies in the form of policies and procedures, planning, prevention, intervention, security, crisis management, community partnerships, legal issues, and related resources. Chapter 1 discusses early-warning signs of violence, whereas chapter 2 examines safe-school strategies, which include ways to manage disruptive students. Chapter 3 shares information on security-related strategies for improving school safety, and chapter 4 focuses on how to integrate nonviolence into the school curriculum, including ways to handle bullying, harassment, and intimidation. Chapter 5 discusses school-safety policies and procedures and emphasizes firm, fair, and consistent enforcement of legally- and operationally-sound policies. The next chapter explores crisis management, detailing what steps to take when violence erupts in spite of the best prevention efforts. Legal issues associated with school safety are presented in chapter 7, which includes legal case studies associated with school-safety issues. Chapter 8 provides an Internet guide to sites on safe-school issues, and the last chapter identifies useful foundations and grant programs. An appendix lists titles of books, journals, catalogs, and other resource information. (RJM)

ED 448 510 EA 030 769

Stecher, Brian M.
Profile of the Santa Monica-Malibu Unified School District. Documented Briefing.
PUB DATE- 00
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Analysis; Educational Finance; Elementary Secondary Education; Local Norms; Profiles; *Summative Evaluation; Teacher Salaries
IDENTIFIERS- *Santa Monica Malibu Unified School District CA

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Qualifications; *Administrator Role; Elementary Secondary Education; *Principals; Public Schools; *School Administration; *Special Education; Supervisors; Supervisory Methods; *Supervisory Training

The role of the principal as the instructional leader is particularly important in special education because the principal's attitude toward special-education students, as well as his or her ability, or inability, to supervise their instruction, will ultimately determine the efficacy of the school's special-education services. Moreover, the delivery of special-education services, far more than general-education services, presents school divisions with a substantial risk of legal liability. Nevertheless, preservice administrators are not being adequately prepared to supervise the instructional methodologies of special educators. The following steps are recommended to address this problem: (1) preservice administrators should be required to complete coursework in special educational instructional methodologies; (2) inservice training similar to preservice training should also be provided to current site-based administrators; (3) instructional specialists should be incorporated in the supervisory program; and (4) quality in special education instruction needs to be emphasized. (Contains 6 pages of references.) (DFR)

ED 448 531 EA 030 804

McComb, Jan
The House Special Committee on the Education Model Review. Final Report.
PUB DATE- 00
NOTE- 98p.; The school finance consulting firm, Augenblichk & Myers, was contracted to review the Oregon Quality Education Model from a national perspective.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Educational Change; *Educational Quality; Elementary Secondary Education; *Equal Education; *Financial Support; Government Publications; *Performance Based Assessment; Public Schools
IDENTIFIERS- *Oregon

The Oregon Quality Education Model (OQEM) is a project that attempts to provide a cost for the state K-12 public education system by offering school funding decisions on a rational basis, based on facts and needs, that can be quantified. The House Special Committee on the Education Model Review was appointed to critique the OQEM since the project had suggested that school funding should be approximately $1 billion more than what the governor and legislature had planned to spend. There was no consensus within the committee; however, the diversity of the committee membership provided a variety of viewpoints shared by the public. A school-finance consulting firm was contracted to review the OQEM from a national perspective. This document reviews the findings of the firm as to funding performance, committee priorities, class size, teachers and administrators, remedial education, educational governance, transportation, and second languages. A summary of the consulting firm report and suggestions offered by the firm are included. (DFR)

ED 448 532 EA 030 806

conference and Do-It-Yourself kit not available from ERIC. "Building Your Future: A Guide to Transition from School to Work and Community" was developed by the Central New York Transition Coordination Site and funded by the New York State Education Department, Division of Special Education Service.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Advocacy; Check Lists; Community Programs; Delivery Systems; *Disabilities; *Education Work Relationship; Educational Legislation; *Federal Legislation; Financial Support; Independent Living; Individualized Education Programs; Planning; Secondary Education; *Self Advocacy; Services; Student Participation; *Student Rights; Teleconferencing; *Transitional Programs; Young Adults
IDENTIFIERS- Individualized Transition Plans

This participant's manual for a teleconference on independent living for youth with disabilities provides an agenda for the teleconference, a list of trainers, and information for assisting students' transitions to adult life. It includes "Building Your Future: A Guide to Transition from School to Work and Community," a publication for students developed by the Central New York Transition Coordination Site. This publication contains information on transition planning, laws and regulations governing transition planning, student participation in the Individualized Education Program process, making informed decisions, vocational assessment in the transition process, the roles of students and parents in working with the school, advocacy, shopping for adult service agencies, funding the choices, social security administration benefits, guardianship, and due process and the Client Assistance Program. Ten transition planning areas are outlined, and a transition planning checklist is included. Guidelines on how to advocate are provided. Following the manual, an overview of the transition process is included for families, along with a student satisfaction questionnaire and parent satisfaction questionnaire on transition services. The publication closes with a transition planning self-assessment inventory and a list of 18 related resources. (CR)

ED 448 550 EC 308 164

Your Three Year Plan in Action: A National Teleconference. Participant's Manual.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 00
NOTE- 46p.; "Developed as part of the IL NET: an ILRU/NCIL National Training and Technical Assistance Project." Contributions by Carri George, Kimball Gray, Dawn Heinsohn, Anne-Marie Hughey, Darell Jones, Kristy Langbehr, Raymond Lin, Richard Petty, Patricia Pickett and Patrick Reinhart. Conference computer diskette is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Advocacy; Blindness; Delivery Systems;

positive. The most positive elements centered around the special education teacher and the small teaching group. The teacher's competence and personality also influenced other positive elements, including improved school achievement, a feeling of fair discipline, and the joy of learning. These positive memories provided a strong contrast to the students' former regular class experiences, where these pupils had generally failed behaviorally as well as academically. Only 14 participants expressed a negative experience surrounding special education. The most common and significant negative element was the experience of being labeled. Some pupils also felt that the quality of the instruction in special classes was not always demanding enough. (Contains 31 references.) (CR)

ED 448 568   EC 308 184

Thurlow, Martha; Esler, Amy
Appeals Processes for Students Who Fail Graduation Exams: How Do They Apply to Students with Disabilities? Synthesis Report 36.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Accommodations (Disabilities); *Achievement Tests; *Disabilities; *Due Process; Educational Testing; Graduation; *Graduation Requirements; Outcomes of Education; Policy Formation; Secondary Education; State Programs; Student Rights; *Testing Accommodations

This report discusses the outcomes of a study that investigated state appeals processes for students with disabilities who fail state-mandated graduation exams. State Web sites were studied to determine the extent to which there are other options for demonstrating skills, to check the availability of these to students with disabilities, and to collect information on appeals processes and the availability of waivers. Findings indicate that of the 19 states that require graduation exams, 10 require students with disabilities to pass the same graduation exams as students without disabilities in order to receive a standard diploma. Only six states had appeals processes (Georgia, Indiana, Minnesota, New Mexico, North Carolina, and Ohio), and these processes varied considerably from locally set procedures to relatively specific requirements. In one state, the appeals process is viewed as the avenue for students with disabilities to have access to accommodations. In most states, there is no evidence that students with disabilities have been considered. Further, states do not have data on the number of students involved in appeals processes, much less data disaggregated for students with disabilities. (Contains 15 references.) (CR)

ED 448 569   EC 308 185

Walsh, Sharon; Smith, Barbara J.; Taylor, Ross C.
IDEA Requirements for Preschoolers with Disabilities: IDEA Early Childhood Policy and Practice Guide.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 62p.; Supported by the Associations of Service Providers Implementing IDEA Reforms in Education Partnership, The

is a consortium of Georgetown University, The George Washington University, and the Center for Applied Linguistics.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Chinese; Classroom Techniques; German; High School Students; High Schools; Interviews; Japanese; *Learning Strategies; *Metacognition; Participant Observation; Questionnaires; Russian; Second Language Instruction; *Second Language Learning; Spanish; Study Skills; *Teaching Methods

This study investigated over a 3-year period the learning strategies high school students reported using for learning a second language. The learning strategies used across languages and modalities are described. The report is organized by instrument--questionnaires, small group interviews, individual think-aloud interviews--and presents the data for the various languages and levels of study accordingly. Students of all languages are consciously aware of the techniques they use to learn a language. When implementing learning strategies, teachers should build on students' existing knowledge of strategies. Students should be included in the instructional process by allowing them to identify and share their most effective techniques for different language tasks. Questionnaire data reveal that students can benefit from using strategies more often, but that in order to do so, students need to have the metacognitive knowledge of why and when each strategy is effective. Increased metacognition of how strategies work across the skill areas may help students make appropriate strategy choices. (Contains five Tables, 17 figures, and five appendices--the questionnaires, the group interview guide, student quotations from group interviews, the think aloud interview guide, and the learning strategies coding scheme for think aloud interviews.) (KFT)

ED 448 592 FL 026 482

Riney, Timothy J.; Okamura, Kyoko
Does Bilingualism Affect the First Language?
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Speech); *Bilingualism; English; Foreign Countries; Japanese; *Language Acquisition; Participant Observation; Phonetics; *Pronunciation; Second Language Instruction; Second Language Learning; Speech Communication

This study looks for support for the suggestion in the Speech Learning Model that the phonetic category established in childhood for a first language (L1) sound may evolve gradually if it is linked perceptually to a second language (L2) sound. Assessed here is voice onset time (VOT) in two groups of five bilingual (English and Japanese) speakers, aged 35-60, one group whose L1 is English and the other whose is Japanese. All reported no significant L2 exposure before age 15, and they had been working [illegible] the L2 regularly for 15 to 35 years. Both groups read the same list of English and Japanese words containing word initial /p/, /t/, or /k/. In all 880 tokens (10 speakers multiplied by 2 languages multiplied by 44 tokens per language) were examined. Results found that, for both groups, the L2 VOT mean values were positioned between the normal L1

ED 448 613 FL 801 421

The Changes Project: Understanding the Impact of Welfare Reform, Immigration Reform and the Changing Nature of Work on Adult Learners in Western Massachusetts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 240p.; "Significant assistance with report preparation was provided by Amy Dryansky and David Wicks."
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Action Research; *Adult Education; *Adult Literacy; English (Second Language); Federal Legislation; *Immigrants; Interviews; *Literacy Education; Participant Observation; *Participatory Research; Program Descriptions; Questionnaires; Second Language Instruction; Second Language Learning

The document describes the Changes Project, a participatory action research project conducted by adult learners at five adult literacy and education programs in Western Massachusetts. It is a 3-year project aimed at examining the impact of welfare reform, immigration reform, and the changing workplace on adult learners. The Changes Project is significant for four reasons: (1) through the use of participatory action research, it brings knowledge of adult learners into the national conversation about welfare and immigration reforms and the changing workplace; (2) by developing a model for understanding the complexity of the lives of adult learners affected by these issues, it broadens the discussion of the impact of these three issues; (3) the report describes the ways in which adult learners are resilient and proactive in the face of often difficult and challenging circumstances posed by these reforms and changes; and (4) the report can serve as a guide for learners and practitioners to learn and teach about issues of importance in their own lives and communities, and find ways to shape policies that affect them. It is concluded that such reforms and changes have made life more difficult for these adult learners, because detailed and intelligible information about the reforms can be hard to come by, work requirements make it harder to stay in school, and good jobs with promotion potential and benefits are increasingly difficult to get without sufficient skills and the English language skills that come with more schooling. Recommendations are made for learners, the educational community, employers, and legislators; the methodology is fully explained; and five appendices on site sections, references, survey instruments, a Mother's Day letter project, and theater pieces are included. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (Contains 42 references.) (KFT)

ED 448 614 HE 033 011

Archer, Billie D. A.; Bailey, Jerry D.
Kansas 1999 National Merit Semifinalists: A Profile and College/University Enrollment Choices.
PUB DATE- 00
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academically Gifted; Age; Career Choice; Extracurricular Activities; Family Characteristics; High School

Development; Technological Advancement
Careful use of technology in education may enhance the ability of the nursing education profession to educate nurses for practice, prepare future nurse educators, and advance nursing science. To take full advantage of technology, several factors must be addressed. Superior distance education programs require substantial institutional financial investment, and program developers must consider coordination of services, hardware requirements, and ways to lower costs across state lines. Questions of intellectual property and copyright cannot be ignored. Technology-mediated teaching strategies can change the way teaching and learning occurs, and these strategies may change conventional thinking about how the quality of educational programs is assessed. It is already apparent that distance education technology has provided some nursing schools an advantage in recruiting students and is increasing competition among institutions. An appendix contains guidelines for the use of distance technology in nursing education. (Contains 16 references.) (SLD)

ED 448 637 HE 033 646

Heller, Donald E.
Institutional Scholarship Awards: The Role of Student and Institutional Characteristics.
SPONS. AGENCY- Michigan Univ., Ann Arbor.; Association for Institutional Research.
PUB DATE- 00
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (25th, Sacramento, CA, November 16-19, 2000). Versions of the paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000) and the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Disadvantaged Youth; Educational Trends; Eligibility; Equal Education; Higher Education; Merit Scholarships; Scholarship Funds; Standardized Tests; Student Characteristics; *Student Needs; *Test Use; *Undergraduate Students
IDENTIFIERS- National Postsecondary Student Aid Study
This study analyzed data from the National Postsecondary Student Aid Study (NPSAS) to examine the awarding of institutional need-based versus non-need-based grants to undergraduate students. The purpose of the study was to determine how the use of these different types of scholarships has changed from 1989 to 1995, the socioeconomic characteristics of students receiving them, and how institutional and student characteristics help predict those who will receive them. Overall, institutional financial aid increased 111% during this period. The increase in grant awards also outpaced tuition increases during this period. With regard to non-need grants, there was a decrease in the number of grants, but a large increase in the mean grant amount. Institutions appeared to be concentrating larger non-need grants among fewer students. A table summarizes the complex relationships among factors that help determine who is awarded financial aid, showing the key predictors associated with increased and decreased likelihoods of receiving a grant. One key finding is that grade point average (GPA) is associated with the awarding of both need and non-need grants. Merit, as

outside the United States. The most significant source of U.S. funding is the institution the student attends. This year's enrollment increase reflects substantial increases from China and India, with enrollments growing at more than twice the overall rate. Asian students constitute more than half of the international enrollments. As the overall foreign student total has increased, community college international enrollments have grown by more than 40%. Business and management continue to be the most popular fields of study among international students in the United States. The past 3 years have also seen double digit enrollment increases in the number of U.S. students participating in study abroad programs for academic credit. Of these students, 45.9% study abroad in short duration programs. Information is also presented about the intensive study of English and the 74,571 foreign scholars who teach and conduct research in the United States. (Contains 19 figures and 38 tables.) (SLD)

ED 448 659 HE 033 668

Fincher, Cameron
Defining and Appraising Scholarship. IHE Perspectives.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Definitions; Educational Innovation; *Educational Technology; *Higher Education; Instructional Effectiveness; *Scholarship; Teaching Methods; *Undergraduate Students

Given past difficulties in reforming undergraduate education through instructional innovation, recent technological innovations pose serious problems in current efforts to define scholarship more adequately and to appraise its quality as reflected in classroom instruction. The appraisal of scholarship becomes even more of a problem as the quality of scholarship is visibly diminished. Scholarly teaching, the scholarship of teaching, and scholarship in general are in need of unifying, organizing, and recognizing substantive concepts and principles that lead to the improvement of undergraduate education by teaching effectively. Some premises for defining and appraising scholarship are outlined. These are based on the concepts that defining and appraising scholarship is a deliberative process and that there are no irredeemable differences between scholarly research and scientific research. Systematic and objective research on teaching implies an implicit theory of instruction. Scholarship should be appraised for its substance, content, and intrinsic value, and neither the scholarship of teaching nor the professionalization of college teachers will suffice without sustained scholarly inquiry into the nature of scholarship itself. (SLD)

ED 448 660 HE 033 669

Fincher, Cameron
Recalling Karl Jaspers' Classic: The Idea of the University. IHE Perspectives.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- ensive study of English and the 74,571 foreign scholars who teach and conduct research in the United States. (Contai

LANGUAGE- English
EDRS Price- MF08/PC43 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Aspiration; Academic Persistence; *Access to Education; Career Choice; *College Faculty; *Diversity (Student); *Educational Administration; Educational Policy; *Higher Education; *Hispanic American Students; Program Descriptions; Public Policy; Spanish Speaking
IDENTIFIERS- *Latinos

This document consists of all 26 issues of Volume 9 of "The Hispanic Outlook in Higher Education," a biweekly journal that addresses issues in higher education for Hispanic Americans. Each issue contains several feature articles, a policy update column called "Outlook on Washington," a description of an exemplary program, and a sample student success story. Among topics addressed by the feature articles for each issue are: (1) ethnic studies, urban educational improvement, and administrator salaries; (2) Latino law school graduates; (3) celebrating Hispanic American culture; (4) trends in Hispanic college admission; (5) feminist analysis of social conditions; (6) colleges recommended for Hispanics student; (7) Hispanic collegiate athletes; (8) distance education and outstanding programs for Hispanic students; (9) corporations and foundations targeting Hispanic students; (10) financing a college education; (11) Hispanic students and student loans and the Graduate Management Admissions Test; (12) Latina women and higher education; (13) the National Research Council and fellowships for minorities; (14) community colleges; (15) educational governance; (16) the top 100 colleges for Hispanics; (17) graduate education; (18) the American Association of Higher Education Hispanic Caucus awards; (19) medical careers for Hispanics; (20) fine arts and performing arts; (21) Hispanics in the media; (22) educational leadership; (23) educational leadership and disadvantaged Hispanic students; (24) cultural diversity; (25) cultural diversity, language diversity, and controversy; and (26) the year in review. (SLD)

ED 448 681 IR 020 068

Gay, Martin K.
Recent Advances and Issues in Computers. Oryx Frontiers of Science Series.
PUB DATE- 00
NOTE- 261p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annotated Bibliographies; *Computer Science; *Computers; *Information Technology; *Technological Advancement; Telecommunications

Discussing recent issues in computer science, this book contains 11 chapters covering: (1) developments that have the potential for changing the way computers operate, including microprocessors, mass storage systems, and computing environments; (2) the national computational grid for high-bandwidth, high-speed collaboration among scientists, and the work being undertaken by consortia; (3) recent product developments in the computer and information technology industries that influence the way businesses and individuals interface with the world, including networking, portability, and human-computer interfaces; (4) social, political, ethical, and economic concerns that have grown around developments in

(Contains 33 references.) (MES)

ED 448 702 IR 020 465

Buckley, Donald; Coleman, William; Cohen, Martin; Stewart, Richard
Interactive Multimedia Learning Environments: Tools To Foster Transition to the Learning Paradigm.
PUB DATE- 99
NOTE- 6p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454. Figures are too small to be legible.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Educational Technology; Higher Education; Instructional Development; Interaction; Learning; *Material Development; Models; *Multimedia Instruction; *Multimedia Materials; Student Evaluation
IDENTIFIERS- *Interactive Systems; *Learning Environments; University of Hartford CT

This paper reports on research that used the development of interactive multimedia learning environments as a device to allow faculty to explore principles of the Learning Paradigm. The following pedagogical feature set of this technology that resonated with faculty and that can foster transition to the Learning Paradigm is presented: (1) interactivity fosters active learning; (2) the sensory-rich nature of this technology facilitates the engagement of additional powerful cognitive processes; and (3) integration of assessment tools into the environment can provide students with feedback and encouragement, allow the collection of diagnostic clues about individual student learning needs, and enable the collection data to evaluate student learning outcomes. Examples of four kinds of learning environments (i.e., learning facts, building concepts, experiencing critical inquiry, and fostering student-originated research) developed in the Department of Biology of the University of Hartford (Connecticut) are presented to illustrate these principles. Assessment issues as they vary across this learning continuum are also explored. (MES)

ED 448 703 IR 020 466

Charlton, Colin; Little, Janet; Morris, Simon; Neilson, Irene
Beyond Chat--New Generation Software for Real-Time Discussion.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454. Some figures contain illegible font.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Computer Software Development; Computer System Design; Design Preferences; *Group Discussion; Programming; *World Wide Web
IDENTIFIERS- *Chat Rooms; Client Server Computing Systems; Java Programming Language

This paper discusses the need for and the design requirements of generic chatroom software that is readily configurable to particular domains and that is also extensible. The architecture of a client/server chatroom generation system, learning as a possible step toward addressing these problems. The first section identifies the following problems with existing practice in online learning: the innovator/practitioner gap; the field gap; the newness of online learning; the relative unimportance of teaching; inflexible support systems; and limited quality. The second section lists requirements for a solution, including: reuse expertise and experience; provide training and raise awareness; encourage reflection and evaluation; and provide an adaptable, appropriate support system. The third section summarizes the history of patterns, and the fourth section defines the concept of patterns. The fifth section addresses writing a pattern. The sixth section discusses the mystical aspects of patterns, including generativity, piecemeal growth, and quality without a name (QWAN). The seventh section covers pattern languages, including theories, golden rules, and templates. The eighth section considers the possible demise of experts. The final section describes current work at CQU, including pattern mining, pattern workshops, pattern catalog, and constructive templates. (Contains 16 references.) (MES)

ED 448 725   IR 020 488

Lynch, William; Corry, Michael; Koffenberger, William
Web-Based Distance Education: Faculty Recruitment and Training.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Computer Uses in Education; *Distance Education; Educational Change; Educational Technology; *Faculty Development; *Faculty Recruitment; Higher Education; Problems; Training; *World Wide Web
IDENTIFIERS- George Washington University DC; *Web Based Instruction

This paper examines the need for changes in higher education staffing for World Wide Web-based distance education, identifies obstacles to those changes, and proposes strategies for overcoming the obstacles. The first section discusses faculty recruitment, including new possibilities created by Web-based distance technologies and alternative paradigms of distance learning. The second section considers obstacles to recruitment success. The third section addresses faculty training for distance education, and the fourth section covers obstacles to training success. The fifth section presents a faculty development case study: the Instructional Technology Laboratory at George Washington University (District of Columbia). (Contains 16 references.) (MES)

ED 448 726   IR 020 489

Martinez, Margaret
A New Paradigm for Successful Learning on the Web.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Electronic Libraries; Electronic Publishing; Evaluation Criteria; *Evaluation Methods; Foreign Countries; *Manuscripts; *Museums; Musical Composition; Musicians; Optical Scanners; Pilot Projects; *Preservation; Vendors
IDENTIFIERS- Beethoven (Ludwig van); *Digitizing; Germany; Music Composers

This paper describes a realization approach to evaluate the best fitting service provider in the context of "The Digital Beethoven House" pilot project, involving the digitizing of a composer-referred collection of colored manuscripts and other sources at the Beethoven House Association (Germany). Practical hints for museums are provided on how to find the right scan service providers, how to do the digitizing of their museum's stock right, and how to receive useful output for the museum's Internet offer. The first section presents a methodology for finding the right scan service provider, including the following steps: (1) development of quality criteria for the whole digitization chain; (2) market analysis of scanning services and call for tender; (3) evaluation of the offers; (4) visits of the best qualified vendors; and (5) decision making. The second section describes quality criteria for digitizing paper related to the quality of scans, digital master, scan equipment, and experiences of the scanning service provider. The third section summarizes the most common publishing scenarios for managing digital documents, including digital library and Internet publishing, CD-ROM production, facsimiles and posters, and virtual reality. The fourth section highlights digitizing other media, including audio, video, and 3D objects. (Contains 19 references.) (MES)

ED 448 748 IR 020 511

Carvalho, Ana Amelia Amorim
Complex Knowledge Representation in a Web Course.
PUB DATE- 00
NOTE- 8p.; In: WebNet 2000 World Conference on the WWW and Internet Proceedings (San Antonio, TX, October 30-November 4th, 2000); see IR 020 507.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; Computer Literacy; Computer Uses in Education; *Distance Education; Educational Technology; Foreign Countries; Higher Education; *Instructional Design; Lifelong Learning; *Nineteenth Century Literature; Novels; Portuguese; *Student Attitudes; Student Motivation; World Wide Web
IDENTIFIERS- Cognitive Flexibility; Course Development; Portugal; Portuguese Literature; *Web Based Instruction; *Web Site Design; Web Sites

This paper applies Cognitive Flexibility Theory (CFT) principles to a 19th century Portuguese novel ("Cousin Basilio" by Eca de Queiros) that is available on the World Wide Web. An undergraduate Portuguese literature Web course that studied the novel is also described. Students' reactions to this distance learning course were analyzed by focusing on: users' characteristics (computer literacy, learning preferences, and motivation to participate in this study); users' opinions about the Web document; users' opinions about the structure of the Web course on distance learning; and users' opinions about the inclusion of courses on the Web during their undergraduate studies and for lifelong learning. (Contains 11 references.) (MES) presents suggestions for Internet projects and activities for language arts, math, science, and social studies, as well as other general activities. The fourth chapter is "Copyright and Property Rights" and the fifth chapter is "Acceptable Use and Student Safety." Four appendices are also provided: "Getting Connected," "Accessing Information," "Electronic Publishing," and "Glossary." Includes indexes for subjects and Web sites. (AEF)

ED 448 769 IR 020 535

Educational Services Directory, 2000-2001.
PUB DATE- 00
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Educational Media; Educational Resources; *Educational Television; Elementary Secondary Education; Information Services; *Programming (Broadcast); *Public Television; Television
IDENTIFIERS- Louisiana

Louisiana Public Broadcasting's (LPB's) Educational Services Directory presents an alphabetical listing of instructional television (ITV) program descriptions, a program schedule, and other educational services information. Sections in this Directory include: ITV Series Descriptions; ITV Broadcast Schedule; Program Content matrix; Going the Distance: College Credit Telecourses; SERC Interactive Satellite Courses; LPB Lifelong Learning; LPB's Instructional Television Series; Louisiana Educational Technology Resource Center; Technology Courses for Educators; Using Television in the Classroom; LPB Interactive; PBS TeacherSource; PBS Adult Learning Service; LPB & Digital Television; LPB-Produced Programming; Prime Time in the Classroom; PBS Kids Ready to Learn; PBS's Off-Air Taping Rights: A Teacher's Overview; Local ITV Contacts; ITV Distributors; Awards Received by LPB; LPB Stations/Books-A-Million R Special Offer; and LPB Educational Services Request for Feedback. (AEF)

ED 448 770 IR 057 876

Chelton, Mary K., Ed.
Excellence in Library Services to Young Adults. Third Edition.
PUB DATE- 00
NOTE- 79p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Childrens Libraries; *Library Development; Library Planning; *Library Services; Program Development; Reading Programs; *Young Adults; *Youth Programs

For every librarian who seeks to better serve the new and unique young adult market, this completely revised edition presents 30 library programs as examples of this service. By studying the examples set by award-winning initiatives around the country, librarians should be able to answer these questions for their young adult programs: What is the fundamental idea driving the program? Who are the customers? What is the setting? How will the program be described? How will the program be funded? Programs fall into two main sections: "The Top Five" and "The

ED 448 277 CE 081 035

La Prad, Jeannine; Sand, Sharon
Integration of Welfare and Workforce Development Systems in the Midwest: Analysis of Implementation.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.
PUB DATE- 99
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; Case Studies; Change Strategies; Comparative Analysis; Cooperative Planning; *Coordination; *Delivery Systems; Educational Cooperation; Educational Finance; Educational Legislation; Employment Programs; Employment Services; Federal Legislation; Financial Support; *Labor Force Development; Partnerships in Education; Policy Formation; Program Effectiveness; Program Implementation; Public Policy; State Agencies; State Programs; Statewide Planning; Strategic Planning; Systems Approach; Transitional Programs; *Welfare Recipients
IDENTIFIERS- Temporary Assistance for Needy Families; *United States (Midwest); Welfare Reform; *Welfare to Work Programs; Workforce Investment Act 1998

Progress in integration of state-level welfare and work force development systems in the Midwest was examined through case studies of 10 communities in 7 states. The case studies focused on local-level coordination and/or integration between the welfare and work force development systems. Despite legislative mechanisms to encourage collaboration, separate funding streams were still keeping the two systems apart in six of the seven states. Despite recent shifts in agencies' work and goals, the welfare and work force development systems were continuing to operate independently of one another. The following were among the identified challenges to collaboration: changing organizational missions; organizational staffing issues; lack of coordinated service delivery; disconnected funds; and lack of shared outcomes. The following are among the eight strategies recommended for achieving integration: (1) increase the flexibility of federal and state program regulations; (2) develop common reporting and performance measures for welfare-to-work programs to encourage joint planning and coordinated service delivery; (3) identify collaborative strategies that have proved effective in different settings; and (4) gather unified local employer relations teams to develop partnerships with employers. (The bibliography contains 19 references. The following items are appended: a state matrix; local site descriptions; and a list of project participants.) (MN)

ED 448 278 CE 081 037

Winning the Skills Race.
PUB DATE- 98
NOTE- 91p.; Sponsored by the Dr. Scholl Foundation.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Adjustment (to Environment); Adult Education; Change; Change Strategies; Competition; Cooperative Planning; Economic Change; *Education Work Relationship; Educational Change; Educational Cooperation; Educational Environment; Educational Improvement; *Educational Needs; Educational Practices; Educational Principles; Educational

ED 448 295 CE 081 056

Women at the Millennium, Accomplishments and Challenges Ahead. Facts on Working Women.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Administrators; Adult Education; Demand Occupations; *Employed Women; *Employment Opportunities; *Employment Patterns; *Employment Projections; Futures (of Society); Hispanic Americans; Information Technology; Labor Force; Labor Legislation; *Salary Wage Differentials; Sex Fairness; Work Environment

To benefit from new millennium opportunities, women should take advantage of the burgeoning information technology revolution and growth in other mathematics- and science-based occupations. Among occupations, professional jobs will increase the fastest and add the most employment. Among industries, the computer and data processing services industries lead in rate of employment growth. Immigration continues to play a major role in labor force growth, with the Hispanic labor force growing four times as fast as the rest of the labor force. Equal employment opportunity legislation in the 20th century has been particularly helpful to women. In the 20th century, women's labor force participation by age has changed from the "M" curve--with women entering the workforce, leaving to care for families, then returning to work--to the inverted "bowl" shape of men's participation by age. Although women's employment in high tech occupations has increased, there is still tremendous potential for women. One of the most significant changes that occurred between 1900-1999 is the rise of women managers. The gap between women's and men's earnings has been narrowing since 1973. Although their earnings increased sharply during the 1980s, during the 1990s the growth slowed and a gap persists. Women should be encouraged to press for fair or equal wages and workplaces that allow workers to meet work and family obligations. (YLB)

ED 448 296 CE 081 057

Hot Jobs for the 21st Century. Facts on Working Women.
PUB DATE- 00
NOTE- 9p.; Update of ED 409 406.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; *Demand Occupations; *Employed Women; Employment Level; *Employment Patterns; *Employment Projections; Employment Qualifications; Labor Market; *Labor Needs; *Nontraditional Occupations; Occupational Information

Between 1998-2008, women's participation in the labor force is expected to increase by 15 percent and men's, by 10 percent. Two views of growth occupations are those with the largest job growth and those with the fastest growth. Employment in professional specialty occupations will increase the fastest and add the most jobs. Much of this growth is expected to be found among teachers; computer, mathematical, and operations research occupations; and health assessment treating occupations. Occupations with the largest projected job growth children; employability skills; informed career decisions; and supervised career connections experience. (MH)

ED 448 313 CE 081 084

Dennis, Bobbye
Consumer and Family Economics: Teacher's Instructional Guide.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Career and Technology Education.
PUB DATE- 00
NOTE- 331p.; Funded under Public Law 101-392, Carl D. Perkins.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavioral Objectives; Brainstorming; Career Development; Career Education; Case Studies; *Classroom Techniques; *Competency Based Education; Computer Uses in Education; *Consumer Economics; Curriculum Development; Debate; Economic Climate; Economic Development; Economic Factors; Education Work Relationship; Educational Games; Employment Opportunities; Experiential Learning; Family Financial Resources; *Family Life Education; Government Role; Guidelines; High Schools; Home Economics Skills; Home Management; Income; Information Sources; Information Technology; Innovation; Internet; Job Skills; Learning Activities; Lesson Plans; Money Management; Occupational Home Economics; Resource Materials; *Family and Consumer Sciences; Family Career and Community Leaders of America; Financial Planning; *Texas
IDENTIFIERS- *Family and Consumer Sciences; Family Career and Community Leaders of America; Financial Planning; *Texas
This teacher's instructional guide, which is part of a family and consumer sciences education series focusing on a broad range of employment opportunities, is intended to assist teachers responsible for teaching one- and two-year consumer and family economics programs for Texas high school students. The following are among the items included: (1) introductory materials (course description; overview of course design; list of facilities, equipment, and resources; information about Family, Career, and Community Leaders of America; instructions for using the guide); (2) pertinent Texas Essential Knowledge and Skills; (3) sample block plans and block planning master; (4) recommended instructional strategies; (5) supervised career connections experiences; (6) blended activities; (7) creative ideas for presenting the material; (8) list of 91 print, organizational, and teaching aids. The following are among the topics covered in the program: the management process in financial planning; family economics throughout the family life cycle; technology as a financial management resource; the role of government in personal and family economics; the impact of the U.S. economy on individuals and families and the production and use of income; financial planning and economic security; employability skills transferable to multiple careers; careers in consumer and resource management; and supervised career connections experience. (MH)

ED 448 314 CE 081 085

Food Science and Technology. Teacher's Instructional Guide and Reference Book.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Career and Technology Education.

usability has been rated by practitioners in the field; evaluation instruments for determining the appropriateness of health-related Web sites; resources for literacy practitioners; and health education curricula and materials focused on cancer detection. Concluding the bibliography is an un-annotated list of 15 additional articles. (MN)

ED 448 330 CE 081 106

Career Development Guide: A Comprehensive Guide for Middle Level Schools from Planning through Implementation of Career Development.
PUB DATE- 00
NOTE- 64p.; Title on cover is "Career Development Guide for the Middle School Years."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Adolescent Development; Adolescents; Annotated Bibliographies; Career Awareness; *Career Counseling; *Career Development; *Career Education; Case Studies; Classroom Techniques; Community Involvement; Competence; Competency Based Education; Computer Uses in Education; *Counseling Techniques; Definitions; Delivery Systems; Demonstration Programs; Educational Resources; Fused Curriculum; Glossaries; Guidelines; *Integrated Curriculum; Internet; Learning Activities; *Middle School Students; Middle Schools; Parent Participation; Portfolios (Background Materials); Program Development; Program Implementation; Records (Forms); Resource Materials; Services; State Standards; Statewi *Illinois; Job Shadowing
IDENTIFIERS- *Illinois; Job Shadowing

This document, which was developed with input from 14 Illinois middle schools, is a comprehensive guide to planning and implementing career development activities in middle schools. The following are among the topics discussed: (1) background information (the rationale for and importance of career development; young adolescents' interests and concerns; and key components of middle school career development programs); (2) transition and implementation (the current status of career development; career development goals and ways of reaching them; common barriers and ways to overcome them; evaluating outcomes; school improvement plans; and three examples of districtwide and schoolwide implementation of career components); (3) suggested activities, ideas, and individual career portfolios; and (4) parent and community involvement (job shadowing for educators and three teachers' job shadowing stories). A glossary is included. The reference list and bibliography list 148 references, videos, World Wide Web sites, and contacts. The following are among the items appended: guidelines for planning a curriculum enhancer; sample letters and sign-up sheets; comprehensive career development systems action plan; lists of career development's characteristics and benefits to stakeholders; career development competencies and indicators; Appendix D to the Illinois Learning Standards; and Illinois Learning Standards and career development competency charts. (MN)

ED 448 331 CE 081 107

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Active Learning; Adoption (Ideas); *Change Strategies; Developed Nations; Educational Change; *Experiential Learning; Foreign Countries; *Learning Strategies; Outcomes of Education; Postsecondary Education; Program Effectiveness; *Staff Development
IDENTIFIERS- *Australia (South Australia)

The National Staff Development Committee of the Vocational Education and Training Sector in Australia is promoting action learning as a preferred professional development strategy to support the implementation of key competencies. Action learning was piloted across five training areas within the Department of Employment, Training, and Further Education, South Australia. The project was evaluated through two semi-structured hour-long interviews conducted with participating staff (one at the beginning, the other at the end of the project) and the Stages of Concern Questionnaire and the Myers-Briggs Type Indicator. The study found that the success of action learning as a change strategy depends on a number of factors, including the following: (1) preparation of staff to participate in the project; (2) selection and preparation of facilitators; (3) management support, funding, and feedback; (3) time constraints, workloads, and attendance; (4) needs and concerns of all the participants in the project; (5) setting clear goals around a common problem; (6) making team building and staff development a priority; and (7) employing the thinking, doing, evaluating, and reflecting cycle. (Contains 12 references.) (KC)

ED 448 348 CE 081 149

Budetti, Peter P., Ed.; Burkhauser, Richard V., Ed.; Gregory, Janice M., Ed.; Hunt, H. Allan, Ed.
Ensuring Health and Income Security for an Aging Workforce. Proceedings of the Annual Conference of the National Academy of Social Insurance (12th, Washington, D.C., January 26-27, 2000) .
PUB DATE- 01
NOTE- 510p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- *Age Discrimination; Disabilities; Early Retirement; Employed Women; Employer Attitudes; Health Care Costs; *Health Insurance; Job Layoff; *Labor Force Nonparticipants; *Older Adults; *Older Workers; Policy Formation; *Retirement; Retirement Benefits; Unemployment
IDENTIFIERS- *Social Security

This book contains 15 articles on older workers and the challenges of health insurance, Social Security, retirement, job loss, and working until older ages. Following an introduction by the editors, the articles are organized in five sections that also include commentaries on the articles. The following are included in Section 1, "Charting the Landscape: What Risks Do Older Workers Face?": "Health Insurance Coverage of People in the Ten Years before Medicare Eligibility" (Katherine Swartz and Betsey Stevenson); "Workers' Compensation and Older Workers" (John F. Burton, Jr. and Emily A. Spieler); "Unemployment Compensation and Older Workers" (Christopher J. O'Leary and Stephen A. Wandner); "Getting Older in the 21st Century" (Mark V. Nadel); and "Social Insurance and the Older Worker" (Robert Haveman). Section 2, "Job Loss: Income and Health Coverage," includes: "The Effects of Job Loss on Older consultees, who were teachers in Swedish child care, preschool, and school settings; and who had turned to psychological consultants about problems with children. The results are a conceptualization of the turning process in consultee-centered case consultation. Consultation is seen as a process oscillating between approaching and moving away from the originally presented problem. The consultant's interaction varies between the interaction modes from being non-directive following the consultee to being directive and in charge of the process. Not only do the consultee's presentation and representation of the interaction to the client change, but also the consultant's presentation and representation. (Contains 20 tables, 28 figures, and 229 references.) (JDM)

ED 448 365 CG 030 519

Bibby, Robert Christopher
Programmed Writing as a Therapeutic Intervention: A Review of the Literature.
PUB DATE- 00
NOTE- 126p.; Doctoral Thesis, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Adults; Coping; Counseling; *Counseling Techniques; *Creative Writing; Intervention; Literature Reviews; Self Expression; *Therapy; *Well Being
IDENTIFIERS- Traumas

Traumatic life events are stressful and when coupled with decreased emotional expression they can have deleterious effects on a person's psychological and physical health. The empirical literature on programmed assignments, specifically Programmed Writing (PW) as a therapeutic intervention, was examined for its potential as a means to facilitate emotional expression and to improve health. The majority of the PW assignments focused on the emotional and cognitive aspects of a past or current trauma using one-to-four sessions. Overall, PW was found to be a cost- and time-effective intervention that may produce significant results in the overall functioning of clinical populations. It has resulted in improved functioning in the areas of affect; cognition; physiology; and behavior. PW assignments that encouraged development, implementation, and review of coping strategies proved most effective in improving functioning. Personality type was also a strong predictor on the effects of a PW assignment. Individuals who disclosed a high amount of material demonstrated stronger immune responses than individuals who disclosed a moderate amount of material. PW may be particularly helpful to populations that have experienced specific traumas and have insufficient coping skills to make their experiences manageable. (Contains 63 references.) (Author/JDM)

ED 448 366 CG 030 522

Robins, Andrew; Russ, Sandra
Multimethod Assessment of the Dimensions of Parental Support.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

coping behaviors emerge. The mobilization of supportive dyadic coping was a powerful predictor of seeking social support. Those who asked the examiner openly for support did rely on this coping strategy in real life situations. (JDM)

ED 448 386   CG 030 585

Crowley-Long, Kathleen; Smith, Karen
Creating a Gender and Communication Course.
PUB DATE- 00
NOTE- 11p.; Poster session presented at the Annual Conference of the American Psychological Association (108th, Washington, D.C., August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; Bias; Communications; *Course Evaluation; *Curriculum Design; *Curriculum Development; *Gender Issues; Higher Education; Interdisciplinary Approach; Sexual Orientation; Team Teaching; *Thematic Approach

In an attempt to create interdisciplinary study at one college, a gender and communications class was created by professors from psychology and communications. Although the class was made-up of students who were white, middle-class, and heterosexual, the class attempted to discuss issues about race, class, ability, and sexual preference differences through the use of class readings and films. It consisted of lectures, discussions, workshops, and student presentations. Guest speakers added additional information and perspectives. Students were able to evaluate the course and instructors on two forms: the college's standard form and an open-ended questionnaire designed for the course. The pooled results of these evaluations are presented in table form. Several suggestions emerged for the course in the future. Increasing the number of credit hours offered for this type of course would allow more time to cover each subject. An inclusion of a gay and lesbian perspective would help reduce the heterosexual bias. Strategies are also needed to help avoid digressions and tangents by students. (JDM)

ED 448 387   CG 030 588

Greenblatt, Janet C.
Patterns of Alcohol Use among Adolescents and Associations with Emotional and Behavioral Problems. OAS Working Paper.
PUB DATE- 00
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Alcohol Abuse; *Behavior Problems; *Drinking; *Emotional Problems; Longitudinal Studies; National Surveys; *Student Problems
IDENTIFIERS- *National Household Survey on Drug Abuse

Findings from the National Household Survey on Drug Abuse (NHSDA) show a substantial decrease in alcohol use by youth during the past decade. Yet despite these trends, an estimated 1 in 5 teenagers were current alcohol drinkers and 1 in 13 were binge alcohol drinkers. This report provides data showing the relationship between emotional state, health, and behaviors of adolescents who use alcohol. Data from the 1994, 1995, and 1996

"Language Arts Adaptations: Fitting Literacy to Linguistically Gifted Learners" (Shelagh A. Gallagher). Part Three, Promoting Literacy in the Classroom: Research into Practice, contains these chapters: (14) "Interdisciplinary Units: An Introduction to Integrated Curriculum in the Intermediate and Middle School" (Jeanneine P. Jones); (15) "Integrating Language Arts with the Content Areas" (Karen Bromley); (16) "Helping Struggling Learners Read and Write" (Karen D. Wood and William Dee Nichols); (17) "Using Picture Books with Older Children" (Miriam Martinez, Nancy L. Roser, and Susan Strecker); (18) "Spelling in the Middle" (Charles Temple); (19) "Big Words for Big Kids: The Morphology Link to Meaning and Decoding" (Patricia M. Cunningham); (20) "Literature Circles, Book Clubs, and Literature Discussion Groups: Some Talk about Book Talk" (Nancy L. Roser, Susan Strecker, and Miriam G. Martinez); (21) "Technological Literacy in the Intermediate and Middle Grades" (Robert J. Rickelman and Robert M. Caplan); (22) "Visual Literacy: Some Important Considerations for Tomorrow's Classrooms" (Diane Lapp, James Flood, and Wendy Ranck-Buhr); (23) "Promoting Independent Study Strategies in the Classrooms of the Twenty-First Century" (Paul Cantu Valerio and John E. Readence); (24) "Critical Thinking and Discussion" (Dera Weaver and Donna Alvermann); (25) "The Enhanced Concerns Framework: A Helpful Heuristic for Working with Middle School Writers" (Debra Bayles Martin and James V. Hoffman); (26) "Literacy as Performance: The Power of Creative Drama in the Classroom" (Patricia Douville and Janet Finke); (27) "Preparing Intermediate and Middle Grades Students To Be Document Literate" (Cathleen D. Rafferty); (28) "Responding to Research in Grouping: Flexible Grouping in the Middle Grades" (Jeanne R. Paratore and Rachel L. McCormack); and (29) "Literacy Assessment: What Should We Use?" (Roger Farr). (SR)

ED 448 407 CS 014 157

Dunn, Emma
Appropriate Reading Assessment: Are We on the Right Track?
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Achievement Tests; Alternative Assessment; Elementary Education; *Reading Achievement; *Reading Skills; *Standardized Tests; *Student Evaluation

This paper asks whether the current form of assessment is appropriate in measuring the growth of American students in the subject of reading. First, the paper examines the argument for standardized testing of skills as an appropriate form of assessment. It then points out that the people in support of this form of testing argue that these tests are a non-biased tool for assessing all students, while opponents think that students in low income or poverty-stricken areas are at a disadvantage when taking these tests. The paper discusses opinions on both sides of the argument. It concludes that a more balanced approach to assessment could be as successful as a balanced approach to instruction, and that taking elements of both forms of assessment and using them for positive change would get educators out of their educational rut. (NKA)

ED 448 408 CS 014 158

Bernstein, Leslie; Ellis, Nicole

NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Principles; Elementary Secondary Education; Instructional Effectiveness; *Instructional Improvement; Politics of Education; *Professional Development; *Reading Instruction; Reading Processes; Reading Research
IDENTIFIERS- Maryland State Department of Education

This report presents the results of 18 months of work of the Maryland State Task Force on Reading, which investigated cutting edge research, best practices, and assessment data in order to formulate recommendations to guide programs in reading across the state. The report's center piece is a set of Design Principles for Improving Reading in Elementary, Middle, and High schools. These design principles are intended to directly influence reading achievement through thoughtful planning in curriculum, instruction, and assessment as well as associated linkages to teacher preparation, professional development, and community involvement. Following a Preface, an Executive Summary, and the report's Primary and Supporting Recommendations, the Report offers an Overview of the Maryland Task Force Report, while the next section discusses Reading Achievement in Maryland. Chapter 1, "Design Principles for Elementary, Middle, and High School Reading Instruction," identifies and discusses 12 components for a balanced and effective reading program at the elementary level based on best practices, and 9 components for middle and high schools. Each principle is presented, described, and research-based best practices for implementing it are outlined. Chapter 2 outlines Proposals for Comprehensive Professional Development in Reading. Chapter 3, "Action Plan for Communicating about Reading," identifies external and internal audiences who must be made aware of the research-based Design Principles supporting effective reading instruction outlined in this report. A Conclusion ends the report, and approximately 150 references are attached. (SR)

ED 448 427 CS 014 211

Benson, Laura, Ed.
Colorado Reads! Implementing the Colorado Basic Literacy Act: Thoughtful and Practical Responses.
SPONS. AGENCY- Coalition for Goals 2000, Inc., Washington, DC.
PUB DATE- 00
NOTE- 170p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Evaluation Methods; Learning Strategies; Oral Reading; Questioning Techniques; *Reading Achievement; Reading Difficulties; *Reading Instruction; Reading Writing Relationship; Special Education; *Student Evaluation; *Student Needs; Text Structure; Vocabulary Development
IDENTIFIERS- *Basic Literacy Act (Colorado 1996); Guided Reading Procedure; Phonological Awareness

Sharing the wisdom of educators throughout Colorado in implementing the Colorado Basic Literacy Act, this book is intended to be a practical complement to teachers' repertoire.

teachers can form support groups with other teachers in departmental areas or across curricula. Because CL is relatively new to many institutions, teachers must work with their supervisors to make sure they are aware of the techniques as well as reasons for using them. Contains a series of e-mails written by teachers describing their experiences and sharing ideas about CL, teaching methods, and its uses. (RS)

ED 448 446 CS 217 309

Maier, Mark H.; Panitz, Theodore
End on a High Note: Better Endings for Classes and Courses.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Active Learning; Classroom Environment; *Classroom Techniques; Cooperative Learning; Higher Education; *Instructional Innovation; Learning Strategies; Student Behavior; Student Motivation; Student Needs; Student Participation; *Teacher Student Relationship; *Teaching Methods

Noting that literature on higher education instruction is sparse on the topic of class and course endings, this paper provides advice on how to successfully end individual classes and semester-long courses in ways that maximize learning and minimize discomfort. Based on this literature and a discussion the authors initiated through online computer mailing lists and in "The Teaching Professor," the paper assembles a large number of ideas for ending classes and courses. Considered first are the solutions to the poor social dynamics between instructors and students that usually occur at the end of class. The paper suggests student-centered activities for the end of class such as one-minute papers, think-pair-share, KWL, and metacognition. Second, the paper looks at ways to improve student-student interaction at the end of class, an issue studied most by those who use cooperative learning but one that is also relevant in traditional lecture-oriented classrooms. The paper also considers problems at the end of a course for which there are creative solutions that also have not been well-publicized, such as having the students write a letter at least three months after the course or telling the instructor "one thing they learned (in the course) which they have used." Contains 27 references. (RS)

ED 448 447 CS 217 310

Panitz, Theodore
Ted's Writing across the Curriculum E-BOOK.
PUB DATE- 99
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; Instructional Design; Instructional Development; Instructional Innovation; *Instructional Materials; Learning Strategies; *Teacher Developed Materials; *Teaching Guides; *Teaching Methods; *Writing Across the Curriculum; *Writing Exercises

The purpose of this paper is to provide a wide range of examples of writing across the curriculum (WAC) activities in order to encourage teachers to use writing in their classes regularly as efforts view the language arts from a "big-picture" perspective but realize that they must act in specific ways. Determining students' attitudes toward reading, giving them experiences with different texts, providing them with opportunities to select resources and to read them in school, and helping them to connect skills and strategies to interesting and meaningful contexts are only a few of the ways that support the lifetime reading habit. Although these activities are beneficial for all developing readers, those who struggle with literacy profit from the extra support of "scaffolding." Scaffolding, however, should not be isolated or reductionistic; instead, it should represent the same instructional direction that is intended for non-disabled learners. (Contains 55 references.) (RS)

ED 448 468   CS 217 360

Teague, Deborah Coxwell
The Role of Stories in Teacher Training: Using Stories To Reinforce Theory and Examine Pedagogy.
PUB DATE- 00
NOTE- 5p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (51st, Minneapolis, MN, April 12-15, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Higher Education; *Story Telling; *Teacher Education; *Teaching Assistants; Teaching Methods; Theory Practice Relationship; *Writing Teachers
IDENTIFIERS- Florida State University; *Personal Experiences

Much has changed in the life of an educator and daughter of a Southern Baptist minister since her early days when believing seemed so simple. One thing that has never changed is her love for a good story. The educator thinks that the reason she majored in English, eventually became a writing teacher, and now spends much of her time training and working with writing teachers is directly related to her love for stories. She argues, as Joe Trimmer does in "Narration as Knowledge: Tales for the Teaching Life," that while stories are wonderful, they are also much more than that. Stories convey knowledge and can serve an important role in teacher training. At Florida State University, new writing teaching assistants take summer preparatory teacher training courses in which experienced teaching assistants visit the class and share their experiences, their failures, and their successes in their first-year writing classrooms. From these stories, a kind of insight is gained that would otherwise probably be missed. (NKA)

ED 448 469   CS 217 361

Teague, Deborah Coxwell
From Product to Process to Post Process: A Convert Questions Her Convictions.
PUB DATE- 00
NOTE- 8p.; Paper presented at the College English Association National Conference (Charleston, SC, April, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Process Approach (Writing);

Smaller Businesses.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Business Education; Communication Research; Higher Education; Literature Reviews; *Marketing; Public Relations; *Small Businesses

This research suggests integrated marketing communication (IMC) is widely used by small business. In a survey of Midwest businesses, it was found that smaller business tend to integrate their marketing communication to the same extent as do larger businesses. Their advertising, P.R., and sales promotion are as likely to present a unified message, as though they had "one voice." They are also as likely to integrate their marketing communications goals of building their corporate images while increasing responses. An examination of the IMC literature finds a disproportionate lack of examples of these small businesses. The conclusion is that the public and students would be better served if smaller businesses were more equitably addressed in IMC textbooks and course discussions. (Contains 12 references and 2 tables of data.) (Author/RS)

ED 448 492 CS 510 492

Milburn, Trudy
Inferring Cultural Learning Styles--Puerto Ricans in the U.S.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *Classroom Environment; Cognitive Style; Cultural Differences; Elementary Secondary Education; *Hispanic Americans; *Puerto Rican Culture; *Puerto Ricans; Time
IDENTIFIERS- Communication Behavior

People learn differently. One model for instruction does not suit all participants well, especially when those participants are from different cultural backgrounds. Based on research into the speaking patterns of Puerto Ricans in the United States, as well as in Puerto Rico, inferences can be drawn about how those patterns of communication would translate into preferences for teaching and learning. For example, following Morris (1981) it has been documented (Milburn, 2000) that there are two different senses of time that participants at a Puerto Rican Center orient to when conducting business in the United States. A sense of time labeled "Puerto Rican time" has been shown to be more fluid and flexible and as preferable in some situations where socializing and community is foregrounded. From this finding, we may be able to infer that the structure of some classroom situations, with strict time rules for particular subjects, may not be the most optimal learning environment for Puerto Ricans who orient to time this way. In this paper, several communication patterns and the corresponding learning situation that may be implicated by such patterns are explored. (Contains 23 references.) (Author/RS)

This report describes important features of the Santa Monica-Malibu Unified School District (SM-MUSD), providing background information as the district establishes its goals. The analysis shows that SM-MUSD's total revenues are greater than those of similar districts and Los Angeles County on a per-pupil basis but below the revenues of high-achieving districts. Santa Monica-Malibu teachers are among the best prepared in the state, and SM-MUSD allocates resources in ways that are similar to the comparison districts, such as the apportioning of administrative salaries, but the percentage of total revenue spent on teacher salaries in SM-MUSD is below the percentage spent by the high-achieving districts. Average teacher salaries in SM-MUSD are comparable to salaries in both sets of districts, while initial teacher salaries are at the top of both sets of districts. The proportion of revenues spent on counselors' salaries is near the middle of the ranges for other districts, and SM-MUSD spends more on classroom aides as a proportion of total revenues than most of the similar districts and most high-achieving districts. Overall, SM-MUSD has similar resources, uses them in similar ways, and its students perform relatively well, though they lag behind students in the highest-achieving districts in the state. (RJM)

ED 446 511 EA 030 770

Dembowski, Frederick L., Ed.
The AASA Professor, Summer 1998.
PUB DATE- 98
NOTE- 25p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Education; Educational Administration; Elementary Secondary Education; *Graduate Study; Higher Education; Instructional Leadership; *Leadership Training; *Principals; *Program Effectiveness

This special serial issue discusses a controversial article on university school-administration programs. The issue opens with an abridged edition of the article written for the "Phi Delta Kappan" which argues that what little evidence there is on educational administration graduate programs' efficacy indicates that such training is ineffectual. The article focuses on whether graduate training improves principal performance and whether principals even need graduate training. Responses to the article immediately follow and encompass a wide range of opinions. The first response states that the university training of school leaders is not the only option and that graduates of such programs enter with low expectations anyway and are not surprised to learn that their training lacks application to school leadership. The next article continues this vein, stating that the bashing of educational-administration programs is an old sport and that the idea that administrative work should relate to school outcomes is not new. It asserts that professors of educational administration should connect the preparation of school leaders to the practice of school leadership. Other responses focus on variables beyond the control of education professors, as well as those they do control, weaknesses in the research driving the critique, and suggested directions for future preparation courses. (RJM)

ED 446 512 EA 030 772

The Choices We Make: An Examination of the Impact of a Decade of Parental Choice & School Accountability Experimentation in England.
PUB DATE- 99
NOTE- 29p.; Findings of a North Carolina delegation of educators, policymakers, and business leaders who traveled to England in March 1999. Support received from the Burroughs Wellcome Fund, the Kenan Family Trust, and the BlaxoWellcome Corporation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Educational Change; *Educational Vouchers; Elementary Secondary Education; Foreign Countries; *Parent Participation; *Parent School Relationship; Public Schools; School Effectiveness; *Teacher Effectiveness; *Teacher Improvement
IDENTIFIERS- *North Carolina

In little over a decade, England has given its 24,000 governing boards of public schools the power to hire their principals and virtually autonomous authority over their school budgets. England established, and then curtailed, a national voucher program. It made all its public schools "schools of choice." It created a new type of public school that received total autonomy from local school authorities and additional funding. However, the nation is now in the process of bringing those schools back into their school systems, while reducing additional funding. Simultaneously, they have initiated a very demanding accountability process that exceeds the typical standardized testing model common in the United States. The Labour party is launching sweeping changes in teacher preparation, proposing to initiate merit-pay incentives, and is creating "education enterprise zones" that will experiment with privatizing schools. A North Carolina delegation of educators, policymakers, and business leaders presents the findings of their look at England's experimentation with an educational choice laboratory and their first-hand observations of what comes from sweeping parental choice programs. (DFR)

ED 448 533 EA 030 807

Heinrich, Janet
Children and Pesticides: New Approach to Considering Risk Is Partly in Place. Report to Congressional Requesters.
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Federal Regulation; *Food Standards; Government Publications; *Pesticides; Public Schools; *School Safety; *Water Treatment

The Food Quality Protection Act of 1996 (FQPA) requires that the Environmental Protection Agency (EPA), which regulates the use of pesticides at the federal level, reevaluate the amounts of pesticide residues allowed on or in food. The EPA immediately began efforts to consider the additional safety factor for children, using available methods and data in an interim approach that has evolved over time. An internal committee now recommends whether to apply the additional safety factor in pesticide reviews, based on data completeness and evidence of increased susceptibility in children. Using this approach, the

*Disabilities; *Federal Legislation; *Independent Living; Older Adults; *Program Design; Program Implementation; *Rehabilitation Programs; Services; Teleconferencing
IDENTIFIERS- *Rehabilitation Act 1973

This manual for participants in a teleconference on independent living for adults with disabilities provides an agenda for the teleconference, a list of trainers, and a copy of Chapters 1 and 2 of Title VII of the Rehabilitation Act Amendments of 1998. The objectives of the teleconference were to assist Centers for Independent Living (CILs) and Statewide Independent Living Councils (SILCs) in: (1) developing a three-year action plan; (2) becoming strong community advocates/change agents; and (3) developing strong, consumer-responsive services. The chapters of the Act included in the manual focus on independent living services and CILs as they relate to individuals with significant disabilities and independent living services for older individuals who are blind. Provisions detail requirements for the state plan to ensure the existence of appropriate planning, financial support, and coordination and other assistance to appropriately address, on a statewide and comprehensive basis, needs in the state for the provision of state independent living services, the development and support of a statewide network of CILs, and working relationships among programs providing independent living services and independent living centers and vocational rehabilitation programs. A computer disk is included with the manual, along with a glossary of terms related to independent living. (CR)

ED 448 551 EC 308 165

Measuring Progress in Public & Parental Understanding of Learning Disabilities.
SPONS. AGENCY- Emily Hall Tremaine Foundation, Inc., Hartford, CT.
PUB DATE- 00
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Attitudes toward Disabilities; Children; *Disability Identification; Early Intervention; Elementary Secondary Education; Financial Support; Interviews; *Learning Disabilities; *Parent Attitudes; Parent School Relationship; Public Opinion; *Social Bias; Social Cognition; *Special Programs; Symptoms (Individual Disorders)

This report discusses outcomes of a study that conducted telephone interviews with 1,000 adults to investigate their awareness and attitudes toward learning disabilities and attitudinal changes since 1995, to explore parents' recognition of various behaviors or symptoms as indicators of possible learning disabilities, and to determine what level of difficulty a child must exhibit for parents to perceive that help is necessary. Results found: (1) public understanding of learning disabilities has improved since 1995, and more people can correctly identify possible indicators of learning disabilities; (2) three in four adults say they have at least some familiarity with learning disabilities; (3) the vast majority of the public recognized that children with learning disabilities are "just as smart as you and me," and that they process words and information differently; (4) four in ten parents have considered that one of their children might have a serious problem with learning or schoolwork; (5) pediatricians and teachers are the sources parents are most likely to turn to for information about learning disabilities; (6) four in ten

Policymaker Partnership, Families and Advocates Partnership for Education, and IDEA Local Implementation by Local Administrators Partnership. for a document containing only the "Challenging Behavior" section of this guide, see EC 308 186. Produced by the Council for Exceptional Children, Division for Early Childhood.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Disabilities; Disability Identification; Discipline; Educational Legislation; *Eligibility; *Federal Legislation; *Individualized Education Programs; Legal Responsibility; Preschool Children; Preschool Education; Professional Development; *Special Education; Student Evaluation; *Student Placement

IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997; Related Services

This booklet is one of a series designed to assist early childhood general educators, early childhood special educators, related service providers, parents, administrators, and others in understanding what the Individuals with Disabilities Education Act (IDEA) now requires for young children with disabilities ages birth through 5 years and their families. This guide addresses the IDEA provisions under Part B as they relate to children ages 3 through 5 years old and their families, and, at a state's discretion, to 2-year-old children with disabilities who will turn 3 during the school year. Presented in a question and answer format, specific sections of the booklet address: (1) general education requirements for preschoolers with disabilities; (2) identification, evaluation, and eligibility; (3) Individualized Education Programs (IEP) or Individualized Family Service Plans; (4) IEP team members; (5) IEP content; (6) student placement in the least restrictive environment; (7) procedural safeguards; (8) challenging behavior; and (9) accountability. A pullout chart is included at the end of the guide that summarizes evaluation procedures, IEP procedures, personnel development procedures, and discipline procedures. (CR)

ED 448 570 EC 308 186

Walsh, Sharon; Smith, Barbara J.; Taylor, Ross C.

IDEA Requirements for Preschoolers with Disabilities: Challenging Behavior. An Excerpt from the IDEA Early Childhood Policy and Practice Guide.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 00

NOTE- 29p.; Supported by the Associations of Service Providers Implementing IDEA Reforms in Education Partnership, The Policymaker Partnership, Families and Advocates Partnership for Education, and IDEA Local Implementation by Local Administrators Partnership. For the comprehensive IDEA Early Childhood Policy and Practice Guide, see EC 308 185. Produced by the Council for Exceptional Children, Division for Early Childhood. Title page title varies.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

Japanese and L1 English VOT values. No support was found for the suggestion that speakers' L1 VOT values evolve over time. The L1 values appear to have stayed the same. (Contains 2 tables and 21 references.) (KFT)

ED 448 593 FL 026 514

Chen, Jianping
Markedness in Intercultural Discourse: A Study of Chinese EFL Students' Discourse Patterns.
PUB DATE- 00
NOTE- 238p.; Doctoral Dissertation, Beijing Foreign Studies University.
LANGUAGE- English; Chinese
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Abstract Reasoning; Chinese; *Cohesion (Written Composition); College Students; Contrastive Linguistics; Deduction; *Discourse Analysis; Discourse Modes; *English (Second Language); Essays; Foreign Countries; Higher Education; Induction; *Intercultural Communication; *Language Patterns; Questionnaires; Thinking Skills; Writing (Composition)
IDENTIFIERS- China; *Markedness

One of the major issues in intercultural discourse studies is the variation of discourse patterns across cultures. It has been reported that there appears to be a Western preference for a deductive pattern and a Chinese preference for an inductive pattern in discourse. However, it has also been pointed out that there is nothing inherently Chinese or Western in either of these patterns, because both are used in all societies. The purpose of this study is to address the variations between Chinese and British/American preference for the inductive versus deductive patterns of discourse through a description of Chinese English-as-a-Foreign-Language (EFL) students and native speakers of English towards these patterns. The intent of this investigation is to provide a basis for further research on the Chinese versus Western preference for discourse patterns from a markedness point of view and the development of an explanatory model of markedness for intercultural discourse. The study was conducted through a content analysis of the discourse structures of 363 English language essays written by Chinese EFL students and an investigation of the evaluative attitudes of Chinese and Western informants towards different discourse styles and structures. A statistical analysis of the results confirms that Chinese EFL students generally prefer an inductive pattern in written discourse in English. Included are 15 tables and figures; three appendices--Description of the Structural Types of the Essays, The Questionnaire of the Study, Sample Copies of the Original Essays; and 112 English and Chinese language references. (KFT)

ED 448 594 FL 026 515

Brown, Steven
Slow Down! The Importance of Repetition, Planning, and Recycling in Language Teaching.
PUB DATE- 00
NOTE- 13p.; Paper Presented at the Meeting of the Ohio Teachers of English to Speakers of Other Languages (Columbus, OH, October 27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..."

Students; High Schools; Leadership; *Merit Scholarships; Race; Sex; State Surveys; Student Attitudes; *Student Characteristics; Student Employment; Travel
IDENTIFIERS- *Kansas; *National Merit Scholars

This report contains two studies. The first study was conducted in order to obtain a profile of Kansas students in the 1999 class of National Merit Semifinalists (NMSFs). A survey was mailed to 166 students. Data were analyzed in terms of age, gender, race, language, family characteristics, high schools attended, extracurricular activities, leadership roles, part-time work, travel experiences outside the United States, high school programs, judgments concerning their schools, college/university preferences, and career plans. Results indicate that: (1) the majority of Kansas NMSFs are males, and almost all are Caucasian Americans; (2) NMSF parents are usually stable and well educated; (3) 19 percent of the state's high schools produce all of the NMSFs; (4) NMSFs report frequent participation in extracurricular nonsport activities and some participation in extracurricular sports and community-based activities; (5) 86.3 percent of respondents have held high school leadership positions; (6) more than half hold part-time jobs during the school year; (7) about 60 percent have traveled outside of the United States; (8) 79 percent of respondents reported taking accelerated or Advanced Placement courses; (9) over 83 percent assigned their schools a grade of A or B; (10) 60 percent listed Kansas colleges and universities among the 3 institutions they would like to attend; (11) 47 percent had not made a career choice; and (12) only 19 percent listed Kansas as the state in which they would prefer to spend their careers. A follow-up study was completed to determine the colleges and universities where 1999 NMSFs planned to enroll in the fall. Information provided by school officials indicated that more than 42 percent enrolled in Kansas institutions, and a majority chose public institutions. Appendixes contain statistical data supporting the studies and a copy of the survey questionnaire. (Contains 10 references.) (EV)

ED 448 615   HE 033 624

School Shopping Tips, 2001-02. Videotape .
PUB DATE- 00
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Career Choice; *College Choice; Decision Making; High School Graduates; High Schools; Paying for College; *Postsecondary Education; Proprietary Schools; *Student Financial Aid; Videotape Recordings

This videotape (running time 18.52 minutes) was produced to help students as they shop for a college or career school. It contains shopping tips for both types of institution and stresses the importance of determining what a student wants to do and learn and then looking carefully at the options for education to achieve these goals. Students are reminded that they don't have to pay for help in looking at postsecondary education options, and that it is important to start planning early. Some tips are given to avoid being pressured by recruiters. Especially for career schools, it is important to check the reputation of the school, the dropout and graduation rates, and the employment placement rate. Some resources are described that will help students make careful choices. (SLD)

ED 448 616   HE 033 625

least as measured by GPA, appears to play an important role in the awarding of need-based aid as well as non-need-based aid. Race was also an important factor that differed by type of institution and region of the country. Results indicate that African Americans in both 1989 and 1995 were targeted for financial awards relative to White students, with the advantage decreasing three percentage points between the two years. (Contains 9 tables, 10 endnotes, and 19 references.) (SLD)

ED 448 638   HE 033 647

Heller, Donald E.; Shapiro, Douglas T.
High-Stakes Testing and State Financial Aid: Evidence from Michigan.
PUB DATE- 00
NOTE- 45p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (25th, Sacramento, CA, November 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Disadvantaged Youth; *High Stakes Tests; *Higher Education; Low Income Groups; *Merit Scholarships; Socioeconomic Status; Standardized Tests; *State Programs; *Student Characteristics; *Test Use
IDENTIFIERS- Michigan; *Michigan Educational Assessment Program

This study examined the relationship between students' socioeconomic characteristics and qualification for a merit scholarship in a new, state-run program. The Michigan merit award scholarship program provides scholarships of up to $2,500 for students who score at Level 1 or 2 of the Michigan Educational Assessment Program High School Tests. Eleventh graders who took these tests in the spring of 1999 were the first cohort eligible for the scholarships, to be given when they enrolled in 2000 or later. The program relies on funds from the state's tobacco settlement. Michigan's would be the largest state merit award program to rely on standardized instruments as the sole criterion for scholarship eligibility. Data were from the Michigan Department of Education. The study found that White, Asian American, and female students, and those in wealthier communities, were likely to be awarded a disproportionate number of scholarships. These findings suggest that the scholarship program will be unlikely to meet the goal of increasing access to higher education in the state. (Contains 4 tables, 3 figures, 9 endnotes, and 40 references.) (SLD)

ED 448 639   HE 033 648

Levine, Laura E.; Engwall, Douglas
Integration of the Freshman Seminar into Introductory Psychology Classes.
PUB DATE- 97
NOTE- 6p.; Paper presented at the Annual Conference on Undergraduate Teaching of Psychology (11th, Ellenville, NY, March 19-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Freshmen; Higher Education; *Psychology; Student Surveys; *Transitional Programs

This paper describes and evaluates a program designed to help

DESCRIPTORS- College Role; *Colleges; *Educational Objectives;
  *Higher Education; Values
IDENTIFIERS- *Jaspers (Karl)

This essay revisits Karl Jaspers' classic, "The Idea of the University." Jaspers was reinstated as president of Heidelberg University in 1945, and he presided over its rebuilding. His book, "The Idea of the University," written in 1946, was published in English 13 years later. It interprets an ideal of the university and emphasizes the purposes and responsibilities of institutions of higher education. The objectives of the university are identified as research, education, and instruction. To reach these objectives, scholars must communicate with each other and with students who, in turn, must communicate with each other. Jaspers is clear in his idea that universities need not incorporate all academic disciplines and all world outlooks, but the university must function as the "intellectual conscience" of an era and the meeting place of different disciplines and world outlooks. (SLD)

ED 448 661   HE 033 670

Zemsky, Robert, Ed.
Disputed Territories.
SPONS. AGENCY- John S. and James L. Knight Foundation, Miami, FL.
PUB DATE- 00
NOTE- 13p.; For the "Exemplars" companion, see HE 033 671.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Citizenship Education; *College Role; Colleges;
  *Curriculum Development; *Higher Education

This issue of "Policy Perspectives" explores the obligation of institutions of higher education to prepare students for lives of citizenship in addition to individual success. The truth is that colleges and universities have never actually done much to educate students for lives of civic and political engagement. The real issue is what they must do to be part of the solution. Four fundamental activities are: (1) convene broad-ranging institutional discussions of the meaning and importance of civic engagement in a democratic society; (2) develop curricular programs that impact an understanding of principles central to an inclusive, diverse democracy; (3) demonstrate a willingness to magnify those voices expressing views that might not be heard otherwise; and (4) model responsible citizenship through the institution's own processes of academic governance and engagement with its neighbors. Fostering a more active sense of civic and political participation results from a combination of external motivation and an institution's recognition of the benefits such steps could yield for its own purposes. (SLD)

ED 448 662   HE 033 671

Wegner, Gregory R.
Strategic Community Partnerships. Exemplars.
SPONS. AGENCY- John S. and James L. Knight Foundation, Miami, FL.
PUB DATE- 00
NOTE- 13p.; Companion to "Policy Perspectives," a serial
  published by the Knight Higher Education Collaborative; see HE
  033 670.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141)

computer science, including Microsoft's influence, privacy, encryption, universal access, adaptive technologies, and gender issues; (5) biographical sketches of important individuals; (6) documents and speeches that provide background on some of the important issues and developments in the computer field; (7) a snapshot of the career paths available in the computer and information services industries, focusing on education, skill, and experience requirements; (8) graphs, tables, and maps that focus on careers and trends associated with computing and the development of new applications and information systems; (9) organizations and associations, both national and international, dedicated to computer science, computational science, computer engineering or issues related to the way information technology is changing society; (10) an annotated bibliography of reference books, technical texts, journals, and World Wide Web sites; and (11) a glossary of terms. (MES)

ED 448 682 IR 020 418

Thomas, David A., Ed.
M/SET 99: International Conference on Mathematics/Science Education & Technology Proceedings (San Antonio, Texas, March 1-4, 1999).
PUB DATE- 99
NOTE- 594p.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Uses in Education; Distance Education; *Educational Technology; Elementary Secondary Education; Higher Education; *Information Technology; Internet; *Mathematics Education; *Science Education
IDENTIFIERS- Technology Integration; *Technology Utilization

The International Conference on Mathematics/Science Education and Technology (M/SET) is an annual conference focusing on current research, theory, issues, classroom applications, developments, and trends related to the use of information technologies in mathematics, science, and computer science education. The M/SET 99 Program Committee accepted 111 papers from 21 nations addressing these topics across a wide range of educational levels and settings. This proceedings is organized in the following sections: Business/Corporate Sessions; Computer Science; General Papers; Invited Speakers; Mathematics; Panels; Poster/Demonstration Abstracts; Roundtable; and Science. Most papers contain references. (MES)

ED 448 683 IR 020 419

Robson, Robby, Ed.
M/SET 2000: International Conference on Mathematics/Science Education & Technology Proceedings (San Diego, California, February 5-8, 2000).
PUB DATE- 00
NOTE- 479p.; For the 1999 proceedings, see IR 020 418.
LANGUAGE- English
EDRS Price- MF01/PC20 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Uses in Education; Distance Education; *Educational Technology; Elementary Secondary Education; Higher Education; *Information Technology; Internet; *Mathematics Education; *Science Education
IDENTIFIERS- Technology Integration; *Technology Utilization

The International Conference on Mathematics/Science Education and Technology (M/SET) is an annual conference focusing on current

ChatterBox, implemented in Java, is presented. The following components of ChatterBox are described: (1) the basic client/server system; (2) interface features; (3) configurability, including messaging format and use of profiles; (4) extensibility, including use of plug-in technology, implementation, and examples of use. Further developments are also considered. (MES)

ED 448 704 IR 020 467

Chen, Hsiang; Tan, Zixiang
Toward a Standardized Internet Measurement.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Collection; *Evaluation Criteria; *Internet; *Measurement Techniques; Research Methodology; Standards

This paper investigates measurement issues related to elements of the Internet and calls for a standardized measuring scheme to resolve the problem of the measurement. The dilemmas in measuring the elements of the Internet are identified, and previous studies are reviewed. Elements of the Internet are categorized into population, usage, protocol flow, hardware, software, traffic, and visitors. The paper proposes the following four criteria in measuring the elements of the Internet as the guidelines for Internet research: (1) validity and reliability check; (2) continuation of data collection; (3) a period of data collection limited to days, not months; and (4) a methodology that accommodates multiple users' needs and answers multiple questions. (Contains 11 references.) (Author/MES)

ED 448 705 IR 020 468

Childers, Chad; Rizzo, Frank; Bangert, Linda
Streaming Media for Web Based Training.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Educational Technology; *Instructional Design; *Material Development; *Multimedia Instruction; *Multimedia Materials; Standards; *Training; World Wide Web
IDENTIFIERS- Streaming Audio; Streaming Video; Technology Utilization; *Web Based Instruction

This paper discusses streaming media for World Wide Web-based training (WBT). The first section addresses WBT in the 21st century, including the Synchronized Multimedia Integration Language (SMIL) standard that allows multimedia content such as text, pictures, sound, and video to be synchronized for a coherent learning experience. The second section covers definitions, history, and current status. The third section

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Distance Education; Educational Technology; Educational Theories; *Instructional Design; *Intentional Learning; Interaction; Student Needs; *World Wide Web
IDENTIFIERS- *Learning Environments; *Web Based Instruction

The purpose of this study was to determine if learning orientation, time, and learning environment accounted for significant variance, effects, and interactions. The investigator developed a course for adults, entitled "Discovering the Web," presented it in three World Wide Web learning environments, and provided adapted solutions for audiences differentiated by three learning orientations (i.e., intentional, performing, and conforming learners). Two research questions were developed to examine the effects of learning orientations on the selected dependent research variables: do learners using intentional learning environments benefit more than learners not using intentional learning environments? and do learning orientations influence group interactions? The results indicate the need to provide: (1) sophisticated, discovery learning situations for intentional learners when they want to be assertive, high-standard, high-effort learners; (2) non-risk, competitive, interactive settings that help performing learners overlook requirements for extra effort and difficult standards; (3) and scaffolded, structured, non-risk settings that help conforming learners learn safely and comfortably, then gradually help them internalize more intentional learning performance. (Contains 13 references.) (MES)

ED 448 727 IR 020 490

Maurer, Hermann; Rozsenich, Norbert; Sapper, Marianne
How To Make Discussion Forums Work on the WWW.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperation; Design Preferences; *Group Discussion; Leaders; *Listservs; Privacy; Role; *World Wide Web
IDENTIFIERS- Newsgroups

This paper discusses the technical features necessary for a good World Wide Web (WWW) discussion forum, the fact that it should be seen as part of a more general cooperative space, and psycho-sociological aspects that are essential for success. The first section introduces the paper and lists reasons why newsgroups are generally more successful than WWW discussion forums. The second section describes technological parameters, including purposes of discussion forums, approaches to the problem of cognitive overhead (i.e., difficulty of the user interface and learning of the system), and privacy. The third section addresses non-technological parameters, focusing on the role of the leader. The fourth section considers discussion forums as part of a greater concept: general cooperation tools (GCTs) and general cooperation spaces (GCSs). The final section summarizes the paper. (Contains 10 references.) (MES)

ED 448 749   IR 020 512

Chiu, Chiung-Hui; Wu, Wei-Shuo; Huang, Chun-Chieh
Collaborative Concept Mapping Processes Mediated by Computer.
PUB DATE- 00
NOTE- 7p.; In: WebNet 2000 World Conference on the WWW and Internet Proceedings (San Antonio, TX, October 30-November 4th, 2000); see IR 020 507.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Concept Mapping; Concept Teaching; *Cooperative Learning; *Dialogs (Language); *Discourse Analysis; Educational Technology; Foreign Countries; Grade 5; *Group Instruction; Intermediate Grades; Qualitative Research
IDENTIFIERS- *Collaborative Learning; Taiwan

This paper reports on a study that investigated group learning processes in computer-supported collaborative concept mapping. Thirty 5th grade Taiwanese students were selected to attend a computer-mediated collaborative concept mapping activity. Dialog messages and map products tracked and recorded by the mapping system were analyzed. The exchanges in the dialog data were divided into four groups: opening a discussion; introducing a concept; establishing a link; and reconsidering the map. According to the analysis of the students' discourse record and group concept maps, it was found that the students took different approaches to develop their group concept maps. Four patterns of the computer-mediated collaborative concept mapping processes were identified: concept introduction first; limited concept introduction; less link establishment; and proposition construction oriented. In addition, different collaborative mapping approaches generated different concept maps. The findings suggest that students in a computer-mediated collaborative concept mapping activity should be guided or instructed to undertake some particular approach to generate satisfactory maps. (Contains 13 references.) (Author/MES)

ED 448 750   IR 020 513

de Vries, Sjoerd; Bloemen, Paul; Roossink, Lonneke
Online Knowledge Communities.
PUB DATE- 00
NOTE- 7p.; In: WebNet 2000 World Conference on the WWW and Internet Proceedings (San Antonio, TX, October 30-November 4th, 2000); see IR 020 507.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community; *Computer Mediated Communication; Computer Uses in Education; Design Preferences; Foreign Countries; Higher Education; Information Technology; Lifelong Learning; *Online Systems; Professional Development; Secondary Education
IDENTIFIERS- Europe; *Knowledge

This paper describes the concept of online knowledge communities. The concept is defined, and six qualities of online communities are identified: members (user roles are clearly defined); mission (generally accepted goal-statement, ideas, beliefs, etc.); commitment (members give their loyalty to the mission);

Best of the Rest." The second section categorizes the programs under the following headings: "Collaborative Efforts," "Education Support," "Information Services," "Intergenerational," "Reading Promotion," "Staff Development," "Teen Read Week," and "Youth Participation." Includes an index. (AEF)

ED 448 771   IR 057 908

LC21: A Digital Strategy for the Library of Congress.
SPONS. AGENCY- Library of Congress, Washington, DC.
PUB DATE- 00
NOTE- 283p.; The Committee on an Information Technology Strategy for the Library of Congress, The Computer Science and Telecommunications Board, and the Commission on Physical Sciences, Mathematics, and Applications contributed to the production of this book.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Futures (of Society); Information Systems; *Information Technology; Library Administration; *Library Automation; Library Collections; *Library Development; *Library Planning; Library Services; Library Technical Processes
IDENTIFIERS- Digital Collections; *Digital Technology; *Library of Congress; Technology Implementation; Technology Plans

The Library of Congress asked the Computer Science and Telecommunications Board (CSTB) of the National Academies to conduct a study to provide strategic advice concerning the information technology path that the Library of Congress should traverse over the coming decade. The Committee on an Information Technology Strategy for the Library of Congress, convened by the CSTB, focused its efforts on the present and future of information systems and technologies that are intimately tied to the mission of the Library. The committee emphasizes that the heart of what it learned from this study and the heart of the Library's future are in these areas: inventing a new form for acquiring and preserving materials that includes digital information in all its forms, in particular information that is born digital; opening itself to broader and deeper dialogue with the world of information professionals beyond its walls; finding the management vision and will to make paradigmatic change happen in the organization; and investing in the technology infrastructure required to support such change. The Executive Summary provides an outline of the report's conclusions and presents the findings and recommendations. The other sections of the report include: "Digital Revolution, Library Evolution"; "The Library of Congress: From Jefferson to the Twenty-First Century"; "Building Digital Collections"; "Preserving a Digital Heritage"; "Organizing Intellectual Access to Digital Information: From Cataloging to Metadata"; "The Library of Congress and the World Beyond its Walls"; "Management Issues; and Information Technology Infrastructure." Following an Afterword and a Bibliography are appendices containing biographies of committee members, briefers at plenary meetings and site visits, a list of letters received, and a glossary of acronyms. (Contains a 23-page subject-themed bibliography.) (AEF)

ED 448 772   IR 057 928

Carter, Betty
Best Books for Young Adults. Second Edition.

Quality; Educational Technology; Elementary Secondary Education; Employment Patterns; Employment Qualifications; Free Enterprise System; Information Technology; Innovation; *Job Skills; *Labor Force Development; Labor Needs; Partnerships in Education; Population Trends; Position Papers; Postsecondary Education; Program Evaluation; *School Business Relati *Economic Competitiveness; Impact Studies; Task Force Approach

IDENTIFIERS- *Economic Competitiveness; Impact Studies; Task Force Approach

This document reports on how key stakeholders in work force preparedness nationwide are responding to pressures of the skills race. Part 1 presents an overview of the skills challenge and the economic and social consequences of failing to meet the challenge. Part 2 examines the impact of the skills shortage on major stakeholders and explains how the build-up of pressure has pushed U.S. employers, workers, educators, trainers, community leaders, and government officials to join forces to strengthen the transition from school to work, pool their resources to improve training quality and reduce training costs, and respond to market demand for greater access to training and greater portability of skills. Part 3 details some of the more creative developments in work force development and distills eight winning principles for success in the field. An agenda for change is proposed that includes the following items: (1) build public awareness; (2) fill information gaps; (3) leverage technology; (4) focus on metrics (measurement of results); (5) tighten accountability; (6) share best practices; and (7) encourage personal initiative. Lists of the task force members, executive committee members, national affiliates, and 11 related publications conclude the document. (Contains fifteen figures and 55 section endnotes.) (MN)

ED 448 279 CE 081 038

Implementing the Workforce Investment Act: A Guide for Maine People and Businesses.

PUB DATE- 99

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adult Education; Career Development; Career Education; Counseling Services; Definitions; Delivery Systems; Economic Development; *Education Work Relationship; Educational Legislation; Educational Objectives; Educational Opportunities; Employment Qualifications; Employment Services; *Federal Legislation; Guidelines; Job Training; *Labor Force Development; Lifelong Learning; Partnerships in Education; Postsecondary Education; Program Development; Program Implementation; Public Policy; Retraining; *School Business Relationship; School Community Relationship; Skill Development; Small Businesses; State Agencies; State Programs; *Statewide Planning; Systems Approach

IDENTIFIERS- *Maine; *Workforce Investment Act 1998

This handbook is designed to help Maine's citizens and business persons understand why work force development is important in Maine and how Maine's new work force development system will be organized to enable the state to implement the Workforce Investment Act. The following are among the topics discussed throughout the handbook: (1) the importance of the Workforce Investment Act; (2) benefits of work and the adverse impacts are concentrated in these four industry sectors--retail trade, business services, health services, and public and private education. Occupations requiring at least a bachelor's degree are concentrated in the professional specialty group. Fast-growing, high-paying jobs are computer engineers, systems analysts, and physician assistants. Large growth occupations are systems analysts, computer engineers, and teachers. High-paying growth occupations requiring postsecondary education are computer support specialists, paralegals, and therapists. Growth occupations that do not require postsecondary education include home health aides, retail salespersons, cashiers, and truck drivers. Nontraditional occupations for women tend to offer higher wages. Fast-growing, high-paying fields with women already in the majority are secondary school and special education teachers, registered nurses, and therapists. (YLB)

ED 448 297 CE 081 058

Tools for Employers: Making Equal Pay a Reality in Your Workplace. Facts on Working Women.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Accountability; *Affirmative Action; Diversity (Institutional); *Employed Women; *Employment Practices; *Equal Opportunities (Jobs); Mentors; Nontraditional Occupations; Personnel Policy; Personnel Selection; Promotion (Occupational); Recruitment; *Salary Wage Differentials; Sex Discrimination; *Sex Fairness

This publication presents six primary tools employers can use to narrow or eliminate pay gaps in their workplaces. After each tool is a discussion of the problem and examples of "best practices" by employers that have won the Department of Labor's Opportunity 2000 and EVE (Exemplary Voluntary Efforts) awards. The report is divided into six tools: "Tool #1: Evaluate Your Compensation System--Are there wage gaps between women and men at your company that cannot be explained by legitimate nondiscriminatory factors?" Examples of best practices are Blue Cross Blue Shield of Delaware, Pacific Northwest National Laboratory (PNNL), and Eli Lilly and Company (Lilly); "Tool #2: Establish Effective Recruitment, Hiring, and Promotion Practices--How effective are you at recruiting, hiring, and promoting qualified women and minorities?" Examples of best practices are Hawaiian Electric Company, Inc., PNNL, and Lilly; "Tool #3: Address Diversity--Do you address diversity?" An example of best practice is Payne & Dolan, Inc; "Tool #4: Implement Mentoring Programs--Do you have a formal mentoring program?" An example of best practice is Lilly, "Tool #5: Have a System To Ensure Accountability--What tools do you have in place to monitor progress and hold people accountable for equal opportunity and equal pay in your workplace?" Do senior executives support their use? An example of best practice is Lilly; Tool #6 suggests four Web sites that offer information and technical assistance. (YLB)

ED 448 298 CE 081 059

Women, Work and Wages: How To Get the Job and Pay You Want. Facts

PUB DATE- 00
NOTE- 667p.; Funded under Public Law 101-392, Carl D. Perkins. Karla Duckworth served as director of development and staff writer for the Reference Book. Susannah Keneda was the primary contributor for the Teacher's Guide.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adjustment (to Environment); Behavioral Objectives; Brainstorming; Career Development; Case Studies; Classroom Techniques; Competence; *Competency Based Education; Computer Uses in Education; Consumer Protection; Consumer Science; Curriculum Development; Definitions; Dietetics; Education Work Relationship; Educational Games; Educational Resources; Employment Opportunities; Employment Projections; Employment Qualifications; Experiential Learning; Food; Food Handling Facilities;
IDENTIFIERS- Digestive System; Family and Consumer Sciences; Family Career and Community Leaders of America; *Food Science; Impact Studies; *Texas

This reference book and teacher's instructional guide are intended for use in one- and two-year food science and technology programs for Texas high school students. The reference book provides information needed by employees in the food science and technology occupational area. Each chapter includes the following components: (1) a list of the Texas Essential Knowledge and Skills that are discussed in the chapter; (2) a list of chapter vocabulary; (3) italicized, bold-faced vocabulary terms with definitions or explanations; (4) illustrations of equipment and procedures used in the industry today; (5) boxes posing "essential questions" about the materials presented; and (6) chapter highlights. A 13-item reference list and index are included. The following are among the items included in the teacher's guide: course description; list of facilities, equipment, and resources; guidelines for using the guide; list of pertinent Texas Essential Knowledge and Skills; block plans; 15 instructional strategies; supervised career connections experiences; blended activities; creative items; list of 85 resources; and 24 teaching aids. The program covers 18 topics in the following subject areas: careers in nutrition, food science, and food technology; nutrition, food science, and health; food technology; the world food supply; and food science, food technology, and the consumer. (MN)

ED 448 315 CE 081 086

Hays, Tricia
Interior Design: Teacher's Instructional Guide.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Career and Technology Education.
PUB DATE- 00
NOTE- 302p.; Funded under Public Law 101-392, Carl D. Perkins. Updates ED 312 494.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Hess-Grabill, Donella; Bueno, Soyon
Roadmap to Perkins III: The Carl D. Perkins Vocational and Technical Education Act of 1998. A Guidebook for Illinois.
PUB DATE- 00
NOTE- 482p.; Funded through the Carl D. Perkins Vocational and Technical Education Act of 1998.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; *Accountability; Adult Education; Career Development; Career Education; Change Strategies; Check Lists; Classroom Techniques; Cooperative Planning; Coordination; Counseling Services; Data Collection; *Delivery Systems; Developmental Continuity; Disabilities; Displaced Homemakers; Early Parenthood; Educational Change; Educational Legislation; Educational Opportunities; Educational Resources; Equal Education; Ethnic Groups; Evaluation Criteria; *Federal Legislation;
IDENTIFIERS- Americans with Disabilities Act 1990; *Carl D Perkins Vocational Technical Educ Act 1998; Goals 2000; *Illinois; Individuals with Disabilities Education Act; School to Work Opportunities Act 1994; Workforce Investment Act 1998

This guidebook is intended as a road map to the Carl D. Perkins Vocational Technical Education Act of 1998 (Perkins III) for career-technical education (CTE) practitioners and policymakers in Illinois. The following topics are among those covered: (1) framework for Perkins III (national educational reform, Illinois provisions for quality CTE, stages of career development); (2) Perkins III accountability (Perkins II versus Perkins III, program and fiscal accountability; (3) gathering and using data to improve performance (collecting and reporting data in Illinois, designing a systematic improvement process); (4) the continuum of quality support for learners; and (5) a crosswalk with other initiatives (common themes and interface of educational reform laws, the report "New American High Schools"). Ninety-seven charts are included. The bibliography lists 147 references. The following items are appended: (1) glossary of terms; (2) glossary of acronyms; and (3) summaries of seven pieces of federal educational legislation concerned with CTE, school-to-careers, workforce development, and individuals with disabilities. Concluding the guide are the following resources: strategies to assist individuals with disabilities; work-related student competencies; workplace skills and career development competencies; ideas and strategies to achieve Perkins core indicators; and lists of 202 World Wide Web resources, 9 additional publications, and 19 additional organizations. (MN)

ED 448 332 CE 081 109

Career Development of Under-Employed Graduates. NICEC Briefing.
PUB DATE- 00
NOTE- 7p.; "In association with Leeds Careers Guidance."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; *Adult Counseling; Adult Learning; Adult Programs; Career Counseling; *Career Development; *Career Education; Career Guidance; Change Strategies; *College Graduates; Counseling Services; *Education Work Relationship;

Workers: Employment, Earnings, and Wealth" (Sewin Chan and Ann Huff Stevens); "The Effect of a Job Loss on the Employment Experience, Benefits, and Retirement Savings of Bank Officers" (Jill S. Quadagno, David A. Macpherson, and Jennifer Reid Keene); and "Extending Health Insurance Coverage for Older Workers and Early Retirees: How Well Have Public Policies Worked?" (Karen Pollitz). Section 3, "Chronic Illness and Disability: Policy Issues for an Aging Workforce," includes: "Permanent Partial Disability from Occupational Injuries: Earnings Losses and Replacement in Three States" (Jeff E. Biddle, Leslie I. Boden, and Robert T. Reville); "How Working-Age People with Disabilities Fared over the 1990s Business Cycle" (Richard V. Burkhauser, Mary C. Daly, and Andrew J. Houtenville); and "Health, Disability, and the Aging Workforce from the Employer's Perspective" (Bruce G. Flynn). Within Section 4, "Is Working Longer and Retiring Later Possible?" are: "Retirement Trends and Policies To Encourage Work among Older Americans" (Gary Burtless and Joseph F. Quinn); "Employer Perspective on Retirement Trends and Policies To Encourage Work among Older Americans" (Anna M. Rappaport); and "Living Longer, but Able to Work?" (Glenn Pransky). Section 5, "Filling Gaps in Health Coverage: Sharing Responsibility and Costs," contains "Policy Options for Filling Gaps in the Health Insurance Coverage of Older Workers and Early Retirees" (Len M. Nichols). The book is indexed by cited authors and by subject. (KC)

ED 448 349   CE 081 153

Student Outcomes Survey, 2000: National Report. Australian Vocational Education & Training.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 00
NOTE- 294p.; This report includes selected tables and frequency tables not available in the printed version.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; Developed Nations; Education Work Relationship; *Employment; Females; Foreign Countries; Glossaries; Graduate Surveys; Males; *Outcomes of Education; Participant Characteristics; Postsecondary Education; Program Effectiveness; Relevance (Education); *Student Attitudes; Tables (Data); *Vocational Education
IDENTIFIERS- *TAFE (Australia)

A survey was conducted of a randomly-selected sample of TAFE (Training and Further Education) graduates in Australia who completed vocational education and training (VET) qualifications during 1999 and of TAFE students who successfully completed some training ("module completers") and left the TAFE system. Analysis of the responses of 41,000 graduates and 8,000 module completers showed that graduates undertook at least twice as much training as module completers and had a higher level of schooling compared to module completers. The study also showed that almost 90 percent of graduates were either working or in further study after their course, compared to 77 percent before beginning their course. Graduates were more likely to be employed than module completers. Male students were far more likely to be employed full time than female students, who were more likely to be employed part time. About 22 percent of graduates and 13 percent of module completers who were employed both before and after their training moved to higher skilled occupations after

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Measures; Children; Construct Validity; Empathy; *Grade 4; *Grade 5; Intermediate Grades; *Parent Child Relationship; *Parent Participation
IDENTIFIERS- Self Report Measures

The construct of parental support has been defined and measured from a variety of perspectives with little consistency across studies. The present study investigates the relationships among parents' self-reports, children's perceptions, and observers' ratings of parental support in order to assess the validity of each perspective. In addition, the relationships among parental support variables and children's empathy are examined to provide further validity of parental support constructs. Exploratory factor analysis was conducted to identify dimensions of parental support. Sixty-six fourth and fifth grade boys and their parents participated in the study. The study determined that parents' self-reports related to children's perceived support. Mothers' self-reports related to actual behaviors during parent-child interactions, but fathers' self-reports and children's perceived support generally did not. Observed support related to children's empathy, but parents' and children's reports did not. Factor analysis across measures found dimensions of parental warmth; positive involvement; emotional support; autonomy; and satisfaction. Results support the validity of each perspective on parental support, but suggest that distinct aspects of support may be assessed depending on the gender of the parent and the method of assessment used. (Contains 8 tables and 11 references.) (Author/JDM)

ED 448 367   CG 030 524

Henry, Jean
Saturday Program for Mothers and Children Living in Shelters.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Therapy; *Children; Community Involvement; *Cultural Activities; Emotional Adjustment; *Homeless People; Interpersonal Relationship; *Intervention; *Mothers; Program Design; Psychological Needs; *School Community Relationship

This document describes a program designed for women and children living in homeless shelters to offer them creative, interactive experiences. The activities served to provide personal contact with the children and to read with them; help the families participate in creative expressions of self; and provide visits with the larger community. These experiences offered mothers and children a safe way to transform grief and anger into creative acts. Also, by bringing them out of the shelter and back into the community, they were given a means to help themselves transition back into a larger, livelier world. Despite efforts to sustain the program, it ended when the host university withdrew financial support. The concept remains a vital link between psychoanalysis, the arts, and the community. (JDM)

ED 448 368   CG 030 534

NHSDA surveys were used for this study, comprised of 17,821 respondents between the ages of 12 and 17. The data showed that there is a strong positive relationship between many reported problem behaviors and alcohol use among youths. Some of the relationships may have been due to confounding factors such as age; gender; race/ethnicity; family structure; income; mobility; and marijuana use in the past month. Even after controlling for these variables, there was a relationship between past month alcohol use and emotional and behavioral problems. It is not possible to determine whether the observed associations between alcohol use and behaviors can be explained by some other related behavioral or environmental factor. Other longitudinal studies are needed to determine if symptoms and behaviors preceded the alcohol use. (Contains 14 tables and 24 references.) (JDM)

ED 448 388   CG 030 591

Club Drugs. The DAWN Report.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Demography; Drug Abuse; *Drug Education; Elementary Secondary Education; Hospitals; *Illegal Drug Use; Prevention; *Young Adults
IDENTIFIERS- Emergency Medical Services

This report was prepared in response to requests from the media, law enforcement, and community leaders for information about club drugs. By being able to utilize statistics from hospital emergency departments and by compiling statistics on drug-related deaths, the Drug Abuse Warning Network (DAWN) is able to alert parents, educators, and others involved in the education of young adults about the danger of these drugs. An increased interest in club drugs follows recent publications of the use and effects of these drugs. Six drugs known as club drugs are highlighted in this report. They are: (1) d-lysergic acid diethylamide (LSD); (2) Gamma-hydroxy butyrate (GHB); (3) Ketamine; (4) methamphetamine; (5) methylenedioxymethamphetamine (Ecstasy); and (6) Rohypnol. According to DAWN, most emergency department episodes involving club drugs also involve other drugs. Club drugs are predominately used by adults under 25 years of age and whites make up 61% of all emergency department episodes. The report contains background information about the drugs, followed by trends in drug use for the years 1994-1998. Tables are used to describe trends in club drugs in multi-drug emergency department visits, and drug related deaths. Demographic characteristics of emergency department cases are described along with at look at the metropolitan areas where they occurred. (JDM)

ED 448 389   CG 030 598

Campbell, Linda F.
Mentoring Processes and Functions in Supervision.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

There Are Three Sounds in the Word CAT: How Phonemic Awareness Works To Facilitate Reading Acquisition.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Basic Skills; *Beginning Reading; *Literacy; Literature Reviews; *Phonics; Primary Education; Reading Readiness
IDENTIFIERS- *Alphabetic Principle; *Phonemic Awareness

To answer the question of how phonemic awareness works to facilitate reading acquisition, this paper explores the fundamental connection between phonemic awareness, the alphabetic principle, and phonics in learning to read. The paper undertook a literature review to prove that phonemic awareness is an essential element in the path to literacy. It found that the evidence reveals that phonemic awareness can significantly bridge the critical gap between inadequate preparation for literacy and success in beginning reading. It also found that without an understanding about spoken language, students will have difficulty with the alphabetic principle and the letter-sound correspondence (phonics), all of which are necessary for success in reading. (NKA)

ED 448 409 CS 014 168

Klooster, David J., Ed.; Steele, Jeannie L., Ed.; Bloem, Patricia L., Ed.
Ideas without Boundaries: International Education Reform through Reading and Writing for Critical Thinking.
PUB DATE- 01
NOTE- 239p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Classroom Techniques; *Comparative Education; *Critical Thinking; *Educational Change; *Educational Practices; Elementary Secondary Education; Foreign Countries; International Education; Reading Writing Relationship; Reflective Teaching; Theory Practice Relationship
IDENTIFIERS- *Teaching Perspectives

In the years since its origin in 1997, the Reading and Writing for Critical Thinking (RWCT) project has become a wellspring of human stories about teaching and changing, about reaching across cultural and language divides to find deep conceptual and interpersonal harmonies that lead to reform. This collection presents chapters written by educators who have participated in RWCT since its beginnings, explaining first-hand the lessons learned by those involved and offering a truly cross-cultural perspective. Under Section 1, Goals and Contexts for Educational Reform, are the following chapters: (1) "The Reading and Writing for Critical Thinking Project: A Framework for School Change" (Jeannie L. Steele); (2) "The Political and Historical Context for Educational Reform in Central and Eastern Europe and Central Asia" (Kurtis S. Meredith); and (3) "Interactive Literacy Education, Engaged Citizenship, and Open Societies" (Charles Temple). Under Section 2, How Teachers and Students Change, are the following chapters: (4) "In Their Own Voices: Reflection as an Agent of Teacher Change in Estonia" (Maureen McLaughlin and MaryEllen Vogt); (5) "Multiple Traditions and Open Lessons: Kazakstani and American Educators Consider Teacher Reflection" (David Landis and others); (6)

It offers ideas for immediate implementation, along with citations of current research and references, and represents the best ways to respond to the needs of struggling students, ILP (Individual Literacy Plan) students, emergent students, proficient students, and advanced students. After a foreword and a summary of the Colorado Basic Literacy Act, the first section of the book, Knowing Students and Individuals, discusses building a body of evidence, literacy continuum, running records, determining patterns of strengths and needs, when children do not progress in reading, a few "best ways" to prepare for the CSAP (Colorado Student Assessment Program), assessing special education students, and mapping literacy learning. The second section, Responding to Children's Needs--Teaching and Learning Strategies, addresses fostering the disposition to understand, the geography of strategy instruction, connecting reading and writing learning, cultivating independence in growing readers, using background knowledge, asking questions, determining importance, synthesizing, visualizing and sensing, phonological awareness, fluency, vocabulary, word learning strategies, guided reading, strategies for teaching text structures, kindergarten readers and writers, support for special education students and teachers, library resources, challenges in building and using bodies of evidence, and blessings, promises, and purposes for building and using bodies of evidence. An appendix provides forms for body of evidence data analysis and synthesis, individual reading assessment analysis tools, advice on whether to take an oral reading sample, and talking about student work. (Contains 84 references and a 42-item list of helpful Web sites.) (RS)

ED 448 428 CS 014 213

Linan-Thompson, Sylvia; Hickman-Davis, Peggy; Light, Melissa
Essential Reading Strategies for the Struggling Reader: Activities for an Accelerated Reading Program.
PUB DATE- 01
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Beginning Reading; Elementary Education; Lesson Plans; *Reading Comprehension; *Reading Difficulties; *Reading Strategies; *Remedial Reading; *Spelling; Vocabulary Development
IDENTIFIERS- *Phonological Awareness; *Reading Fluency

The activities in this manual are drawn from converging research evidence on the effectiveness of critical components to early reading success. These instructional elements include: phonological awareness, fluent reading in a variety of texts, comprehension strategies and vocabulary development, decoding strategies, and word analysis. The activities in the manual are intended to provide the additional practice struggling readers need to develop basic reading strategies. The manual is divided into four sections: Fluency, Phonological Awareness, Instructional Reading, and Word Analysis and Spelling. A sample lesson plan illustrating how the sections can be organized for a 30-minute lesson is included. Each section of the manual contains an overview of the instructional element followed by a sample lesson that provides a model for introducing the skill. The section overview also discusses progress monitoring. (RS)

ED 448 429 CS 014 214

a way of stimulating critical thinking in their students and providing variety in their teaching methods. The paper is presented in three sections. The first section presents reasons why WAC is important to all classes, not just English classes. This section is designed to encourage new WAC users by highlighting and explaining the many benefits created by WAC. The second section gives detailed descriptions of 29 different writing assignments the author has developed which have been tested in a variety of courses. The assignments are organized into five categories: Motivational-General, Personal Reflection/Motivation, Content/Process, Content/Personal, and Content Enhancing. Each category is intended to solicit responses that will foster student motivation by having students look at personal issues facing them or through examination of content or procedures. Each writing assignment description is also divided into six sections. Section three provides a listing of approximately 70 World Wide Web sites that have interesting materials concerning WAC approaches with numerous links to colleges and universities. Contains 23 references. (RS)

ED 448 448   CS 217 321

Children Teaching Children. CD-ROM .
PUB DATE- 97
NOTE- 0p.; See CS 217 322 for part II.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Childrens Writing; Elementary Education; *Emergent Literacy; *Literacy; Optical Data Disks; *Reading Instruction; Student Writing Models; *Writing for Publication; *Writing Instruction

Developed at Roosevelt Elementary School in Long Beach Unified School District (California), this CD-ROM presents Children Teaching Children (CTC), a literacy project intended to assist students to read, write, and publish their original work. It is part of the Program Improvement Initiative, an educational reform effort initiated by the California Department of Education. The CD-ROM is a collection of 23 children's stories, a set of classroom extensions on how to use the stories, and an exercise book on how to illustrate storybooks. Following an Introduction and Acknowledgment, sections on the CD-ROM include: Classroom Extensions, Emergent Reading Stories by Roosevelt Students, Early Reading Stories by Roosevelt Students, Early Reading Stories by Adults, Fluent Reading Stories by Roosevelt Students, Fluent Reading Stories by Adults, Original Student Drawings, and Tips on Publishing Children's Stories. Finally, "You Can Draw" is an exercise book on the CD-ROM that teaches how to draw and how to illustrate one's own storybook. (SR)

ED 448 449   CS 217 322

Children Teaching Children II. CD-ROM .
PUB DATE- 99
NOTE- 0p.; See CS 217 321 for part I.
LANGUAGE- English; Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Childrens Writing; Elementary Education; *Emergent Literacy; *Literacy; Optical Data Disks; *Reading Instruction; Spanish Speaking; Student Writing Models; *Writing for Publication; *Writing Instruction

Student Attitudes; Student Needs; *Writing (Composition); *Writing Instruction; *Writing Teachers
IDENTIFIERS- *Composition Theory; *Product Approach (Writing)

The way writing is taught has changed over the last 35 years--in this new century the movement has been to the "post process age" to focus on the role that social factors such as race, class, ethnicity, and gender play in determining writing development. This paper considers how this shift in the writing classroom from an emphasis on product to process to post process has affected the way writing is taught, what students learn, their attitudes about writing, and the grades they receive in their courses. The paper asks that writing teachers think not only about what their students might have gained from this dramatic shift in composition theory and pedagogy, but also what they might have lost. It also describes the teacher's/author's experiences as a teacher of college composition through the years. (HKA)

ED 448 470   CS 217 362

Sandel, Lenore; Warburton, Barbara
A Suggested Bibliography of Curriculum Related Books for a Wide Range of Readers and Their Reference Needs. New Multi-Level Books for Classroom and Curriculum
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; *Books; *Childrens Literature; *Content Area Reading; Elementary Secondary Education; *Reading Material Selection; Reading Materials

This bibliography presents brief descriptions of 153 books for children and young people. The wide range of topics, formats, and reading levels of the books is intended to complement curriculum content across grade levels. The books are recent publications (most published in 1999 or 2000) that are authoritative references or that exhibit exemplary writing style or design. (SR)

ED 448 471   CS 217 365

Ensio, Tobi C.; Boxeth, Krystal R.
The Effects of Publishing on Student Attitudes toward Writing.
PUB DATE- 00
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Audience Awareness; Grade 6; *Instructional Effectiveness; Intermediate Grades; *Poetry; School Community Relationship; *Student Motivation; Urban Education; *Writing Attitudes; *Writing for Publication; Writing Research
IDENTIFIERS- Purpose (Composition)

The purpose of this study is to investigate how publishing students' writing in the community affects their attitudes toward writing. Participants were 19 sixth-grade language arts students from an urban upper elementary school. Results from student attitude surveys indicate that using publishing is an effective method of connecting students to the community. It also serves to expand their understanding of purpose and audience in writing and positively affects their attitudes toward writing. Characteristically unmotivated and motivated

ED 448 493 CS 510 495

Rude, Carolyn, Ed.
Science, Technology, and Communication: Program Design in the Past, Present, and Future. Proceedings of the Annual Meeting of the Council for Programs in Technical and Scientific Communication (26th, Santa Fe, New Mexico, October 14-16, 1999).
PUB DATE- 00
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Distance Education; Engineering Education; English Departments; Higher Education; International Communication; Program Design; School Business Relationship; *Scientific and Technical Information; Teacher Student Relationship; *Technical Writing; *World Wide Web; *Writing Instruction
IDENTIFIERS- *Technical Communication

Based on the theme of the past, present, and future of science, technology, and communication programs, this proceedings presents 49 papers delivered at the 1999 annual meeting of the Council for Programs in Technical and Scientific Communication (CPTSC). Papers in the proceedings are divided into 12 subsections: The Shape of Programs: Past, Present, and Future; Programs' Changing Emphases; Identity: English Departments, Humanities, and Beyond; Identity: Who Will Technical Communicators Be in the Future?; Programs and Technology; Programs and the World Wide Web; Spanning the Gap between Academia and Industry; Let's Get Real: Programmatic Efforts To Meet Stakeholders' Needs; Assessing Programs, with a Special Eye to Engineering Communication; International Technical Communication; Shifting Ways of Serving Clients; and Attracting, Retaining, and Keeping in Touch with Students. Papers in the proceedings include: "What the Past Can Teach Us about the Future" (Teresa Kynell); "Looking to the Future: From Technical Communication to Information Design" (Karen Rossi Schnakenberg); "Closing Our Eyes To See: Incorporating Visual Thinking into Technical Communication Courses" (Nancy Allen); "How To Get Writing Back into a Technical (Writing) Communication Program" (Mary Coney and Judy Ramey); "My Students or Yours? Escaping the Service-Department Role" (William Macgregor); "Training vs. Education: Technical Writing Programs within the Traditional English Department" (Michael A. McCord); "Moving on Alone: Past, Present, and Future for the Two-Year College Technical Communication Program" (Katherine Staples); "Technical Communication's Added Value in the Distance Learning Environment" (Marian G. Barchilon); "Should Technical Communication Programs Be Offered through Distance Education?" (Suzanne P. Schneider); "Web Design Courses: A Promising Future Role in Our Technical Communication Programs" (Don Payne); "Technical Communicators as Web Designers and Managers: Implications for Academic Program Development in Technical Communication" (Dale L. Sullivan); "Integrating Theory and Practice through Innovative Collaborations between Academicians and Workplace Professionals" (Christine Abbott); "Bridging the Gap between Industry and the Academy through Cross-Disciplinary, Real-World Courses: A Solution for Today's and Tomorrow's TechComm Programs" (Locke Carter); "Designing Technical Communication Modules for an Enterprise-Based Approach to Engineering Education" (Marilyn M. Cooper); "Enhancing the Future of Engineering Communication in Schools of Engineering and Technology: Collaboration in Communication Assessment" (Majorie Rush Hovde); "Developing a Global

Brief on Educational Progress, 1992-2000.
PUB DATE- 00
NOTE- 14p.; Some tables may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Accountability; *Educational Assessment; Educational Change; Elementary Secondary Education; Equal Education; National Surveys; Standardized Tests; *Summative Evaluation

This brief examines educational progress in the United States from 1992-2000 in such key areas as standards and accountability, student performance, closing the achievement gap, technology, and increased access to higher education. This progress was measured in the context of key initiatives that helped the nation's schools and students to make these gains. The results show that in 1992, only 14 states had standards in core subjects, whereas in 2000, 49 states had standards and 48 states had assessments to measure student progress. During the 8-year period, reading and math scores on the National Assessment of Educational Progress increased for 4th, 8th, and 12th graders, including those students in the highest poverty schools. Advances for the latter group were partly attributed to the finding that the percent of high-poverty schools receiving Title I funds went from 79 percent in 1994 to 96 percent in 1998. Math SAT scores reached a 30-year high, and more high-school graduates than ever went to college, with notable gains for low-income high-school graduates. Student aid doubled and more students benefited from federal student grants and loans. Gains for students with disabilities, greater access to preschool opportunities, improvements in safety and school discipline, and advances in teacher quality are discussed. (Contains 32 endnotes.) (RJM)

ED 448 513 EA 030 773

Crampton, Faith E.
The State of State School Finance Legislation in the New Millennium.
PUB DATE- 00
NOTE- 168p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - General (130),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; *Educational Finance; *Educational Legislation; Elementary Secondary Education; Finance Reform; Government School Relationship; Laws; National Surveys; State Aid

This paper provides a state-by-state overview of the 1999 legislative sessions. It includes a comparative analysis of state school-finance legislation from 1994 through 1999, and offers the results of an analysis that examined established and emergent trends. It claims that in 1999, 563 bills on school-finance legislation were passed and signed into law. To facilitate comparisons for this analysis, finance bills are divided into 16 categories, such as state aid to elementary and secondary education and study committees of state education funding systems. A table of information, that includes the name of the state, a summary of legislation, and a bill number, is

EPA has made decisions about applying the additional safety factor for 105 of the more than 450 pesticides to be reassessed. It determined that an additional safety factor was necessary in 49 cases and not necessary in the remaining 56 cases. Appendices contain the study methodology and evaluations of three pesticides evaluated under FQPA's new requirement for dicofol, methomyl, and phosmet. (DFR)

ED 448 534 EA 030 808

Shaul, Marnie S.
Interscholastic Athletics: School Districts Provide Some Assistance to Uninsured Student Athletes. Report to Senator Barbara Boxer.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Athletics; Elementary Secondary Education; Government Publications; *Injuries; *Insurance; Public Schools; *School Accidents; *School Safety

In 1998, an estimated 3.4 million uninsured children were of high school age. Among highly populated states, there were wide differences in the percentage of these uninsured children, ranging from 28 percent in Texas to 6 percent in Massachusetts. Ten states and the District of Columbia require high school students to have health insurance before joining a school's athletic program; the other 40 states leave this decision to the discretion of local school districts. This report reviews 18 school districts, 16 of which provided free catastrophic athletic accident insurance to all student athletes regardless of their insurance status. All reviewed school districts adopted strategies to provide access to low-cost athletic accident insurance. Also, private organizations, for example hospitals and clinics, assisted local school districts by offering free medical services to student athletes for sports-related injuries and other services--for example, pre-preparation physicals or injury evaluations. Appendices include an example of a letter to parents regarding athletic insurance, an illustration of a supplemental accident insurance policy offered to student athletes, and related GAO products about health care and insurance. (Contains 16 references.) (DFR)

ED 448 535 EA 030 809

Kroeger, Marianne, Ed.; Blaser, Stephanie, Ed.; Raack, Lenaya, Ed.; Cooper, Cinder, Ed.; Kinder, Ann, Ed.
Professional Development & Student Achievement.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 29p.; For volume 1 number 2, see ED 438 529. Published three times per year. Produced in cooperation with A Media, Inc. NCREL, 1900 Spring Road, Suite 300, Oak Brook, IL 60523-1480.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Public Schools; *School Administration; *Staff Development; *Student Financial Aid; *Teacher Improvement

Professional development is viewed from several perspectives--time, funding, planning, and student outcomes--and includes people advocate developing more resources for students with learning disabilities; and (7) most believe that early intervention will have a positive impact on individuals and on society. (CR)

ED 448 552   EC 308 166

Oregon Project for Services to Children & Youth Who Are Deafblind, October 1995-September 1999 (Extended to July 2000).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Children; *Deaf Blind; Delivery Systems; *Disability Identification; *Early Intervention; Infants; Parent Education; Program Design; Program Evaluation; Student Evaluation; *Teacher Education; Technical Assistance; Toddlers; Training Methods; Young Children
IDENTIFIERS- Oregon

This final report details the activities and outcomes of a federally sponsored Oregon project designed to address the expressed and identified needs of students with deafblindness, their parents, and the services provided to them. As a result of the project, services (including the availability of technical assistance, information, and training that addressed early intervention, special education, related services, and transitional service needs of students with deafblindness) were increased, improving outcomes for children and their families statewide. Specific accomplishments of the project included: (1) increased identification of children who are deafblind; (2) increased knowledge and application of appropriate educational evaluation for all children in Oregon who are deafblind; (3) provision of focused statewide and regional training, including an annual week-long summer institute course specific to deafblindness; and (4) provision of all services and supports in each child's home environment. The report discusses problems encountered by the project, solutions to the problems, and recommendations for future technical assistance. A chart details activities and products resulting from the project. Appendices include a list of advisory council members and a time-line for the completed activities. (CR)

ED 448 553   EC 308 167

Erickson, Betty
Slipping on the Ice: The Relationship between Verbal Skills, Aggression, and Self-Esteem in Men with Cerebral Palsy and Mental Retardation.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (12th, Washington, D.C., May 30-June 3, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Aggression; Behavior Change; *Behavior Modification; *Cerebral Palsy; *Counseling Techniques; *Depression (Psychology); Etiology; Individual Characteristics;

(055)
DESCRIPTORS- *Disabilities; Discipline; *Discipline Policy; *Discipline Problems; Educational Legislation; *Federal Legislation; Legal Responsibility; Preschool Children; Preschool Education; *Prevention; Special Education; Student Evaluation; *Student Placement
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997

This booklet is one of a series designed to assist early childhood general educators, early childhood special educators, related service providers, parents, administrators, and others in understanding what the Individuals with Disabilities Education Act (IDEA) now requires for young children with disabilities ages birth through 5 years and their families. This guide addresses the IDEA discipline provisions under Part B as they relate to children ages 3 through 5 years old and their families, and, at a state's discretion, to 2-year-old children with disabilities who will turn 3 during the school year. Presented in a question and answer format, the following areas are addressed: (1) applicability of the discipline provisions; (2) protection for children not yet eligible for special education; (3) prevention of discipline problems; (4) interference with class activities; (5) removal from programs; (6) services provided to students who are removed or suspended; (7) functional behavioral assessments and behavioral intervention plans; (8) student placement; (9) disciplinary procedures that can be used to address dangerous behavior; (10) drugs or weapons; and (11) manifestation determinations. A pullout chart is included at the end of the guide that summarizes evaluation procedures, IEP procedures, personnel development procedures, and discipline procedures. (CR)

ED 448 571 EC 308 187

Massell, Diane
Special Education in an Era of School Reform: Building the Capacity for Standards-Based Reform.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; *Curriculum Development; Delivery Systems; *Disabilities; *Educational Change; Educational Innovation; Elementary Secondary Education; *Faculty Development; Resource Allocation; *State Programs; Student Motivation; Teacher Education
IDENTIFIERS- California; Colorado; Florida; Kentucky; Maryland; Michigan; Minnesota; Texas

Part of a series on contemporary school reform and special education, this report discusses how states are building capacity for standards-based reform. An introduction describes seven key areas in which states must build classroom and organizational level capacities, including: (1) teachers' knowledge, skills, and dispositions; (2) students' motivation and readiness to learn; (3) curriculum material for students and teachers; (4) numbers and kinds of people supporting the classroom; (5) number and quality of social relationships within and among the different organizational levels; (6) material (non-human resources); and (7) organization and allocation of school and district resources. The next section reviews some of the policies and strategies that eight states (California, Colorado, Florida, Kentucky, Maryland, Michigan,

(150)
DESCRIPTORS- *Class Activities; Curriculum Design; Elementary Secondary Education; English (Second Language); Foreign Countries; Higher Education; *Instructional Development; *Second Language Instruction; Second Language Learning; Teaching Methods; Theory Practice Relationship

This paper argues that there is converging evidence for the pedagogical value of planning, repeating, and recycling activities in the language classroom. The paper is divided into three parts. Part one reviews field research done on this topic in Britain and finds some support for the proposition that planning fosters more complex language use and greater fluency and accuracy. Part two looks at the author's own work on repetition of reading and speaking activities in second language instruction, and finds that it is effective in promoting greater language fluency and larger active vocabularies. Giving students a chance to repeat an activity gives them more chances to succeed and excel. Part three argues that recycling of well-planned (teacher and student) activities is a good thing for a finite set of class task types that can be adjusted to various levels and language points--and here it important to distinguish between doing the exact activity twice, and doing a similar activity repeatedly. It is concluded that adapted research should guide classroom practice. (Contains 32 references.) (KFT)

ED 448 595   FL 026 516

Woodward, Tessa, Ed.
The Teacher Trainer: A Practical Journal Mainly for Modern Language Teacher Trainers, 2000.
PUB DATE- 00
NOTE- 110p.; Published three times per year.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; English (Second Language); Foreign Countries; Higher Education; Professional Development; *Second Language Instruction; Second Language Learning; *Teacher Educator Education; *Teacher Educators
IDENTIFIERS- United Kingdom

This journal is for those interested in modern language teacher training. Several aims are to provide a forum for ideas, information, and news, to put trainers in touch with each other, and to give those involved with teacher training a feeling of how trainers in other fields operate as well as building up a pool of experience within modern language teacher training. A variety of formats is used, including articles, letters, comment, quotation, cartoon, interview, spoof, and haiku ideas. Regular features include the following: "Course Report"; "Trainee Voices"; "Just for Interest"; "Conference Report"; "Publications Received"; "Training around the World"; "People Who Train People"; "Trainer Background"; "Q and A"; "Language Matters"; "Session Report"; and "Process Options." Topics covered in volume 14 focus on the following issues: an honest account of one trainer's change, regional teacher trainers debate, teachers discuss a visit by an outside trainer, moving from direct to indirect peer mentoring, getting the most out of pre-service courses, getting the most out of in-service workshops, teacher beliefs, comments on the regional teachers debate, training for the gifted, developing trainer observation and feedback skills, peer mediation and conflict resolution, peers help each other to write dissertations, the importance of trust in working with teachers, tempting the

Henschel, Gregory; Kirshstein, Rita J.; O'Malley, Amy; Rhodes, David
Managing the Price of College: A Handbook for Students and Families.
PUB DATE- 00
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Bound Students; Educational Finance; *Family Characteristics; Financial Aid Applicants; Higher Education; *Paying for College; Student Loan Programs

This handbook shows how families in various income groups manage to pay for college. The handbook is based on the real experiences of a large number of actual families, as described by national surveys. To find out exactly what it would cost to attend a particular college, the student would have to apply for financial aid, but this guide gives some idea about what to expect. The guide discusses why students pay different amounts for college and provides some illustrative examples of how people manage to pay for college. Information tables show some college prices and aid figures for public and private 2- and 4-colleges. An explanation of expected family contribution and a discussion of borrowing are included. Technical notes describe the surveys on which these data are based. Some other sources of information are listed. (Contains 11 tables and 14 references.) (SLD)

ED 448 617 HE 033 626

Excellence and Equity: A Plan for Building Community in Pennsylvania's State System of Higher Education.
PUB DATE- 95
NOTE- 77p.; Produced by the Pennsylvania State System of Higher Education, Office of the Chancellor. For the subsequent higher education plan for Pennsylvania, see HE 033 627.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affirmative Action; College Faculty; College Students; Colleges; *Diversity (Student); Educational Planning; *Educational Policy; *Equal Education; *Higher Education; Racial Discrimination; School Personnel; Sex Discrimination; State Programs
IDENTIFIERS- *Pennsylvania

This Equity Plan is designed to meet three major objectives for the Pennsylvania State System of Higher Education. It is meant to serve as the policy reference for systemwide equity and diversity efforts for the remainder of the 1990s and to be the procedural and policy blueprint for the efforts of the individual universities in the system. The plan articulates Pennsylvania's vision for the future with relation to equity. The concept of community is the basis of all elements of the Equity Plan, which challenges everyone at a university to be involved in the creation of a welcoming climate in which all students, staff, and faculty flourish. The plan's major subject areas are: (1) students; (2) personnel; and (3) economic opportunities. Each of these areas is addressed from the perspective of the present status of the system, the system's first-year students make the transition from high school to college, first through a description by a teacher using this program in a class for freshmen and then through responses to a survey about the experience completed by some freshmen who had participated. Classes in the program, taught in the context of a Life-span development class, are kept small, and smaller groups are formed to explore one of four themes such as gender issues or cognitive development in discussion groups. Students are given assistance in developing academic skills, learning about university resources, and developing connections to the larger university. Developing a connection between course material and the real life context and developing active and critical thinking are also encouraged. Student surveys and a review of students' academic achievement show that students in the First Year Experience (FYE) program were more likely to get help with study and test-taking skills and were more likely to say that they had developed a close relationship with a faculty member and understood the demands college was making of them. The FYE course was planned as a requirement for all freshmen in fall 1998. (SLD)

ED 448 640   HE 033 649

Osborne, Randall E.; Norman, Joseph; Basford, Tim
Utilizing Undergraduate Teaching Assistants: An Untapped Resource.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Conference on
  Undergraduate Teaching of Psychology (11th, Ellenville, NY,
  March 19-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141),Speeches, Conference Papers, "Papers Presented at..."
  (150)
DESCRIPTORS- Cost Effectiveness; Higher Education; *Mentors;
  Psychology; *Research Assistants; *Teaching Assistants;
  Training; *Undergraduate Students

This paper describes the use of undergraduate teaching and research assistants in the Psychology Department of a university. This program creates additional resources for the department and provides mentoring opportunities for students who are interested in going to graduate school. Hiring and training undergraduates to be teaching assistants is cost effective as the number of students in each class section can be increased without needing additional adjunct faculty. Students interested in becoming teaching assistants must take a course titled "Psychology Applied to Teaching" before their placement. They are then mentored by individual faculty members. A student who has been a teaching assistant for at least one semester becomes the Head Teaching Assistant to work with the new assistants and to do some of the mentoring as well. The research assistant program relies on individual faculty members who are encouraged to involve undergraduates in their research. A list of some publications with which student teaching and research assistants have been associated is attached. (SLD)

ED 448 641   HE 033 650

Snow, Kyle; Hakala, Christopher
The Best Things in Life Are Free: Active and Participatory
  Learning for Less than $1.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Conference on

DESCRIPTORS- *College Role; *Community Programs; Cooperation; Higher Education; *Partnerships in Education; *School Community Relationship
IDENTIFIERS- Strategic Behavior

In January 2000, the Knight Collaborative for Higher Education began an intensive 4-month engagement with 4 higher education institutions focusing on the development of strategic community partnerships. The four institutions were: (1) Franklin and Marshall College, Lancaster, Pennsylvania; (2) Michigan State University; (3) the State University of New York, College at Geneseo; and (4) Washington and Jefferson College, Washington, Pennsylvania. The initiative provided opportunities for leadership teams from these four institutions to compare notes, define the principles of community engagement, and develop action plans and criteria for evaluating success. All four institutions were motivated by the understanding that their own futures were directly dependent on the social and economic livelihoods of their own regions. Their discussions focused on defining the principles of partnership, engaging the community, building internal commitment, and sustaining the effort. They compared their experiences in partnership efforts and worked on ways to establish landmarks toward progress. In each case, the institution recognized that community partnerships provide an avenue for teaching by example in addition to precept, conveying the value of community and civic participation on the basis of what they do as well as what they say. (SLD)

ED 448 663   HE 033 672

The Incidence of Crime on the Campuses of U.S. Postsecondary Education Institutions. A Report to Congress.
PUB DATE- 01
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Colleges; *Crime; *Educational Environment; *Higher Education; *Incidence; *School Security; School Statistics

The Higher Education Amendments of 1998 require the Department of Education to collect, analyze, and report to Congress on the incidence of crime on campuses and facilities of postsecondary education institutions, and institutions of postsecondary education that participate in federal student financial assistance programs are required to make information available about crime on campus. The institutions provided data for this report through a Web-based collection tool. The statistics represent alleged criminal offenses reported to campus security authorities or local police agencies, but they do not necessarily represent prosecutions or convictions for crime. In 1999, there were 11 criminal homicides on campus, compared to 24 in 1998. The total number of sex offenses reported in 1999 was 2,469, an increase of 6% over 1998 that might reflect an improvement in the rate of reporting rather than an increase in the real incidence of sex offenses. The number of robberies increased over the 3-year period during which data was collected. On a per student basis, the national rate of robbery was 12.0 per 100,000 enrolled students in 1999. The national rate of aggravated assaults was 22.6 per 100,000 students in 1999. Burglary is the crime most frequently reported, with 26,035 burglaries reported in 1999. There were 2,067 hate crimes reported on campus across the United States in 1999. These data suggest that U.S. campuses are safe. In nearly every category of crime, college campuses showed a lower incidence of crime than the nation as a whole. Appendix A contains the research, theory, issues, classroom applications, developments, and trends related to the use of information technologies in mathematics, science, and computer science education. This proceedings contains a corporate paper, a paper by an invited speaker, 44 full papers, and abstracts of 39 poster/demo papers. An author index is also included. Most papers contain references. (MES)

ED 448 684 IR 020 446

Collison, George; Elbaum, Bonnie; Haavind, Sarah; Tinker, Robert
Facilitating Online Learning: Effective Strategies for Moderators.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Mediated Communication; *Discussion; *Discussion Groups; *Group Discussion; Internet; *Online Systems
IDENTIFIERS- Facilitators; Online Courses; Online User Groups

This book, aimed specifically at new or relatively new facilitators of online education or training courses, is a guide to learning the ground-breaking techniques and skills necessary to effectively facilitate online dialogue, community, and ultimately, education. The book offers a theoretical framework and practical guidelines to help online moderators meet the challenges of starting and sustaining quality dialogue in online courses or working groups. The system of voices and critical thinking strategies outlined in the book provides an effective and adaptable set of pathways for both analysis of dialogues and composition of interventions so that moderators can leverage more focused or deepened attention toward the objectives of any virtual community. Many of the facilitation skills for the online venue, described in this book, are also suited for face-to-face dialogue. Chapters include, (1) "Principles that Support Effective Moderating"; (2) "Negotiating Space: Forms of Dialogue and Goals of Moderating"; (3) "Key Facilitator Roles"; (4) "Healthy Online Communities"; (5) "Voice"; (6) "Tone"; (7) "Critical Thinking Strategies"; and (8) "Roadblocks and Getting Back on Track." An Epilogue, "Evaluation of Success," and a glossary are also included. (Contains 16 references.) (AEF)

ED 448 685 IR 020 447

Moore, Michael G., Ed.; Shin, Namin, Ed.
Speaking Personally about Distance Education: Foundations of Contemporary Practice. Readings in Distance Education, Number 6.
PUB DATE- 00
NOTE- 223p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Discussion; *Distance Education; Education; *Educational Practices; Educational Research; *Interviews; Nontraditional Education; Professional Personnel; Scholarly Journals; Teaching Methods

"Speaking Personally" is the generic name given to one of the regular features of "The American Journal of Distance Education"--AJDE--an interview with a leading personality in presents SMIL as the best direction for WBT. The fourth section describes building a WBT module using SMIL, including interface design, learning materials content design, and building the RealText TM , RealPix TM , and SMIL files. The fifth section addresses technological issues, including encoding content to RealNetworks formats, uploading files to stream server, and hardware requirements. The final section summarizes future directions. (MES)

ED 448 706 IR 020 469

Chung, SeJin; Chung, Moon-Jung; Severance, Charles
Design of Support Tools and Knowledge Building in a Virtual University Course: Effect of Reflection and Self-Explanation Prompts.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; *Computer Uses in Education; Cooperative Learning; *Distance Education; Educational Technology; Engineering Education; *Group Discussion; Higher Education; *Instructional Design; Interaction; World Wide Web
IDENTIFIERS- *Knowledge Development; *Learning Environments; Reflective Thinking; Self Explanation Strategies; Self Monitoring; Virtual Universities

This study examined how support tools (i.e., prompts that support students to use self-explanation and self-monitoring strategies) facilitate convergent knowledge building processes in a World Wide Web-based virtual university engineering course. A quasi-experimental study was designed. An engineering class of a virtual university was selected as the research site, and the students in the class were randomly assigned to two different work environments: without support tools, and with support tools. It was found that students' frequent interaction with their peers is not enough either for students to integrate knowledge or to develop/improve coordination of group work in an online learning environment. The type of interaction matters, especially because convergent types of interaction facilitate students' knowledge integration. (Contains 14 references.) (MES)

ED 448 707 IR 020 470

Clement, John R. B.
Online School Performance Reports: Grading the Schools, Giving Citizens Data for Reform.
PUB DATE- 99
NOTE- 5p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Computer Uses in Education; *Educational Change; Elementary Secondary Education; Information Dissemination; Internet; Public Schools; *School

ED 448 728 IR 020 491

Millington, Paula Crnkovich
No Time To Kill: Entrainment and Accelerating Courseware Development.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; *Courseware; *Material Development; *Multimedia Materials; Social Psychology; *Time; World Wide Web

This paper examines the concept of time in multimedia, World Wide Web-based courseware development. The biological concept of entrainment (the alignment of rhythms within and between systems) to accelerate courseware development is explored. The discussion begins with the foundational concepts of entrainment from biological systems and social psychology. Examples of entrainment in courseware development are then presented, including illustrations of the following four components: (1) rhythm (multiple endogenous temporal or rhythmic processes or patterns); (2) mesh (mutual entrainment or synchronization or rhythms); (3) tempo (temporal patterns expressed in actual behavior resulting from synchronization of rhythms); and (4) pace (external pacer events or entraining cycles affecting rhythm, mesh, and tempo). (Contains 36 references.) (MES)

ED 448 729 IR 020 492

Moraes, Marcia Cristina; Bertoletti, Ana Carolina; da Rocha Costa, Antonio Carlos
The SAGRES Virtual Museum with Software Agents To Stimulate the Visiting of Museums.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Simulation; *Computer System Design; Computer Uses in Education; *Cooperative Learning; *Information Systems; Interaction; Man Machine Systems; *Museums; User Needs (Information); *World Wide Web
IDENTIFIERS- *Learning Environments; *Virtual Museums

The SAGRES system is an educational environment built on the World Wide Web that facilitates the presentation of the information bases of a museum in a way that is adapted to the individual characteristics of each visitor. The interaction with the system may occur individually or in groups of students. The system also offers resources to support some forms of cooperative learning, allowing visitors to interact both synchronously and asynchronously, as well as locally (inside the museum) and non-locally (in places geographically distant from the museum). This cooperative learning is stimulated and monitored by software agents that use the human-computer interaction paradigm called directed improvisation to interact with the user. While helping the user, the agents social interaction (frequent interaction between the members); mutually beneficial (participation is useful for individuals and other members); and location (an online meeting place). A table provides an overview of these qualities as they apply to study, social, knowledge, and e-commerce communities. Online knowledge communities are divided into corporate communities, communities of practice (i.e., work or profession-related communities), and social knowledge communities. In addition, four guidelines for the design of line knowledge communities are presented (i.e., the online knowledge community has to be functional, usable, sociable, and valuable). Two projects are described in which online knowledge communities are designed and implemented based on these guidelines: E-study Europe, a project focusing on an online knowledge community called E-study in an international university context; and StudyCom, an online knowledge community for secondary education in the Netherlands. (Contains 21 references.) (MES)

ED 448 751   IR 020 514

Wade, Vincent P.; Doherty, Paul
A Meta-Data Driven Approach to Searching for Educational Resources in a Global Context.
PUB DATE- 00
NOTE- 11p.; In: WebNet 2000 World Conference on the WWW and Internet Proceedings (San Antonio, TX, October 30-November 4th, 2000); see IR 020 507.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Uses in Education; *Educational Resources; Foreign Countries; *Information Retrieval; *Information Services; *Internet; Models; *Systems Development
IDENTIFIERS- *Educational Brokerage; Europe; Institute of Electrical and Electronics Engineers; *Metadata; Search Engines; XML

This paper presents the design of an Internet-enabled search service that supports educational resource discovery within an educational brokerage service. More specifically, it presents the design and implementation of a metadata-driven approach to implementing the distributed search and retrieval of Internet-based educational resources and compares its performance with current search services, e.g., Internet search engines. The paper first presents a business model, identifying the possible different actors (customer, access network provider, broker, educational service provider, value added service provider, and content provider) in the context of a global educational open market. The major components of education metadata as defined by the IEEE (Institute of Electrical & Electronics Engineers) are summarized, including general, lifecycle, meta-metadata, technical, educational, rights management, relation, and annotation components). An architecture that reflects this model is then outlined. In focusing on the role of the educational broker, the current state of the art with respect to a metadata driven approach to educational content description is examined. More specifically, the paper concentrates on the metadata-driven search and retrieval issues when designing, implementing and trailing such a brokerage search manager, including the metadata cache and mapping XML to the relational model. The paper concludes with experiences of operating such services in a pan-European trial as part of the

PUB DATE- 00
NOTE- 229p.; With Sally Estes and Linda Waddle.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Adolescents; Annotated Bibliographies; Publishing Industry; *Reading Materials; Secondary Education
IDENTIFIERS- Young Adult Library Services Association

This book presents an annotated listing of the Young Adult Library Services Association's "Best Books for Young Adults" (BBYA) from 1966-99. Selected books are listed in topical bibliographies under the following subjects: Too Good To Miss; Adventure; Animals; Family; Fantasy; Friendship; Historical Fiction; The Holocaust; Humor; Mystery; Not Quite Human; Other Lives; Quest; Romance; Short Takes; Sports; Starting Over; Survival; Suspense; War; Westerns; The Writing Life; and Youth In Trouble. A complete listing of all 1,800 books is then provided with annotations, organized by author. A list of author and title for each book, organized by year, is included, as well as a list of the "Best of the Best" by preconference. Also included are a description of how the books are selected, an essay entitled "Trends in Young Adult Publishing," BBYA policies and procedures, and an index. (MES)

ED 448 773   IR 057 929

White, Herbert S.
Librarianship--Quo Vadis? Opportunities and Dangers as We Face the New Millennium.
PUB DATE- 00
NOTE- 399p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Futures (of Society); Higher Education; Information Technology; Librarians; Libraries; Library Administration; *Library Development; *Library Science; *Library Services

This book is a collection of the author's following publications and speeches, primarily from 1995-2000: "Look at All Those Beautiful Birds Overhead!" "Priorities for the Research Library Budget," "What Do We Give 'Em?" "The Legacy of John Swan," "Small Public Libraries-Challenges, Opportunities, and Irrelevancies," "Lead Me Not into Temptation To Do Good," "Our Goals and Our Programs," "The Politics of Reinventing Government Libraries," "Fairy Tales from the Wonderful World of Library Politics," "Is Anyone Still Training the Circus Animals?" "Information Intermediation," "Library Studies or Information Management," "Technology in Libraries," "Educating for the Now and Future Profession," "The Cost of Knowledge and the Cost of Ignorance," "How Many Priorities Are We Allowed To Have," "Never Mind Being Innovative and Effective," "Smearing with a Broad Brush," "The Role of Information Intermediaries and the Superhighway," "Unity through Diversity," "Blaming the Victim-The Academic Library Version," "The Perilous but Also Opportune Future for Special Librarians," "Managing within Change," "The Politics of Reinventing Special Libraries," "Our Strategy for Saving Libraries: Add Water to the Thin Soup," "Focusing on the Trivial Is Certainly More Fun," "Selecting Conference Sites for ALA," "Research Library Directors and Squandered Opportunity To Lead," "Do We Want To Be Knowledge Workers?" "Economic and Political Issues in Determining the Future of the Professionally Managed Library over the Next Ten that disruptions in work have on individuals and the economy as a whole; (3) changes in Maine's economy over the past 100 years and the changing role of manufacturing in the state; (4) the evolution of government involvement in the workplace and employment services; (5) characteristics of Maine's envisioned work force system (accessibility, simplicity, affordability, comprehensiveness, and business-friendliness); (6) the history and objectives of Maine's CareerCenters initiative and services offered by career centers; (7) ways that the self-directed activities, workshops, and one-on-one services provided by Maine's one-stop career centers help job seekers and employers; (8) ways that work affects communities and work force development approaches for communities to try; and (9) names of parties involved in work force development partnerships in Maine. Section 11 presents a map showing the locations of Maine's 23 career centers. (MN)

ED 448 280 CE 081 039

A Teacher's Guide to the Selective Service System.
PUB DATE- 00
NOTE- 61p.; The Teacher's Guide Presentation portion of this guide is available in MS PowerPoint or PDF formats at http://www.sss.gov/tg2000.htm. Produced by the Selective Service System, Office of Public and Congressional Affairs.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Access to Education; Behavioral Objectives; *Compliance (Legal); Computer Uses in Education; *Educational Legislation; Eligibility; *Federal Legislation; Grants; Guidelines; Internet; Paying for College; Postsecondary Education; Program Development; Program Implementation; Secondary Education; *Student Financial Aid; *Student Loan Programs; Womens Education; World Wide Web
IDENTIFIERS- Draft Counseling; Draft Lottery; *Draft Registration; Military Draft; Military Selective Service Act; *Selective Service

This document is intended to help teachers teach their students about the Selective Service registration requirement and the need for young men to register with the Selective Service System in order to maintain their eligibility for federal loans, grants, and other educational benefits. The first 50% of the document consists of 10 sections devoted to the following aspects of the Selective Service System: (1) the Selective Service System today; (2) persons who must register with the Selective Service System; (3) the history of conscription in the United States; (4) the history of the Selective Service System; (5) the organization and functions of the Selective Service System; (6) the draft process; (7) the lottery; (8) Selective Service classification categories; (9) the duties and responsibilities of local and appeal boards; and (10) the claim and appeal process. The remaining 50% of the document consists of print versions of a Microsoft PowerPoint presentation on the Selective Service System that is available for downloading from the World Wide Web at http://www.sss.gov/tg2000.htm and covers the following topics: key elements of the Military Selective Service Act; the history of the Selective Service System; and the purposes, duties, and responsibilities of local draft boards. The bibliography contains 27 references. (MN)

ED 448 281 CE 081 040

on Working Women.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Employed Women; *Employment Interviews; Equal Education; Equal Opportunities (Jobs); Females; Information Sources; *Job Applicants; *Job Search Methods; Resumes (Personal); *Salary Wage Differentials; *Sex Discrimination; Sex Fairness

This guide is designed to provide women job seekers with tools to help them obtain the job and salary they want and deserve. It begins with information about the labor market in general. These sources of information about jobs are described: networking; private employers; one-stop career centers; America's Job Bank; federal, state, and local government; local public libraries; newspaper advertisements; local telephone book; private employment and temporary agencies; community colleges and trade schools; proprietary schools; community organizations; faith organizations; veterans' placement centers; union and apprenticeship programs; government-sponsored training programs; executive search firms; and journals and newsletters. Information is provided on rights against discrimination in training, referral, or hiring. A list of tips for an effective resume is followed by tips to prepare for an interview, to interview, and to close the interview. A discussion focuses on how to negotiate for the pay package the job seeker wants. Information is provided on the wage gap between women and men, job segregation, change in the wage gap, and prohibitions against wage discrimination. Suggestions are made for steps to follow if a woman believes that she is being discriminated against or paid unfair wages. Appendixes include listings of 8 endnotes, 7 sources, and 11 resources. (YLB)

ED 448 299   CE 081 060

Robinson, Elly
Building Resilience: Helping Young Adults in the Adult Education Classroom.
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- 00
NOTE- 6p.; ARIS Resources Bulletin is published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Adolescent Development; *Adult Basic Education; Attitude Change; Classroom Techniques; *Dropouts; Educational Attitudes; *Educational Needs; Educational Practices; Foreign Countries; High Risk Students; High School Equivalency Programs; *Late Adolescents; Postsecondary Education; Resilience (Personality); Student Attitudes; Student Characteristics; Student Development; Student Needs; Teacher Attitudes; Teacher Student Relationship; *Teaching Methods; *Young Adults

Because of changes in welfare eligibility, the education system, and employment and training opportunities, it has become more likely that young people who have had difficulty with the mainstream schooling system and who face a lack of employment options will end up in adult education. Educators in the adult

DESCRIPTORS- Behavioral Objectives; Brainstorming; Career Development; *Career Education; Case Studies; *Classroom Techniques; Color Planning; *Competency Based Education; Computer Uses in Education; Curriculum Development; Debate; Decision Making; Design Requirements; Education Work Relationship; Educational Equipment; Educational Games; Educational Resources; Employment Opportunities; Employment Qualifications; Experiential Learning; Furniture Arrangement; Guidelines; High Schools; Home Economics Skills; Information Sources; Innovation; *Interior Design; Interior Space; Internet; Job Skills; Learning Activities; Lesson Plans; Lighting Design; Occupational Home Economics; Physical Environment; Resource M *Family and Consumer Sciences; Family Career and Community Leaders of America; *Texas
IDENTIFIERS- *Family and Consumer Sciences; Family Career and Community Leaders of America; *Texas

This teacher's instructional guide, which is part of a family and consumer sciences education series focusing on a broad range of employment opportunities, is intended to assist teachers responsible for teaching one- and two-year interior design programs for Texas high school students. The following are among the items included: (1) introductory materials (course description; overview of course design; list of facilities, equipment, and resources; information about Family, Career, and Community Leaders of America; instructions for using the guide); (2) pertinent Texas Essential Knowledge and Skills; (3) sample block plans and block planning master; (4) recommended instructional strategies; (5) supervised career connections experiences; (6) blended activities; (7) creative ideas for presenting the material (including team activities, resource persons, case studies, listening teams, debate, brainstorming, games, and Internet activities); (8) list of 86 print, organizational, and Internet resources; and (9) 93 teaching aids. The following are among the topics covered in the program: using design practices to evaluate interiors; lighting for interiors; choosing background materials for interior settings; effective decision making for interior environments; the roles of furniture and appliances in interior design; the role of accessories in interior design; employability skills; careers in interior design; and supervised career connections experience. (MN)

ED 448 316 CE 081 087

Hutnyak, Dana
Management. Teacher's Instructional Guide.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Career and Technology Education.
PUB DATE- 00
NOTE- 327p.; Funded under Public Law 101-392, Carl D. Perkins. Updates ED 376 286.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Education; Behavioral Objectives; Brainstorming; Career Development; *Career Education; Case Studies; *Classroom Techniques; *Competency Based Education; Computer Uses in Education; Curriculum Development; Debate; Decision Making; Education Work Relationship; Educational Equipment; Educational Games; Educational Resources; Employment Opportunities; Employment Qualifications; Environmental

Employment Patterns; Employment Problems; Employment Services;
Evening Programs; Foreign Countries; Higher Education;
Internet; Labor Force Development; Labor Utilization; Material
Development; Mentors; Partnerships in Education; Peer
Counseling; Policy Formation; Portfolios (Background
Materials); Postsecondary Education; Private Sector; Program
Development; Program Implementation; Public Policy; School
Business Relationship; Secondary Education; Social Support
*England (Leeds)
IDENTIFIERS- *England (Leeds)

The Leeds Under-Employed Graduates project was developed to assist higher education (HE) graduates living or working in Leeds, England, who encountered difficulty in establishing themselves in the local labor market. The main project activities were as follows: (1) services for graduates (including graduate career development workshops, assistance with compiling career development portfolios, provision of individual mentors, and open evenings providing peer support opportunities); (2) private sector recruitment and employment services; and (3) local labor market research. Twelve factors inhibiting progression from HE into the labor market and 6 factors encouraging progression were identified through feedback provided by the 268 graduates who made contact with the Leeds project. The graduates' feedback and experiences also revealed the following areas of local- and national-level practice and policy where appropriate action could help lessen the risk of wasting graduates' skills and abilities and could enable graduates to begin the career development process: pre-HE and post-HE careers education and guidance; work experience and career development; work-related learning; mentoring; recruitment and employment services; guidance and the Internet; action research; and information, advice, and guidance partnerships. The project's achievements have been substantial in terms of the practical help and support offered to local graduates. (MN)

ED 448 333   CE 081 110

Career Guidance for the Third Age. Report on a NICEC/CRAC
Invitational Policy Consultation (Birmingham, England, October
30-31, 1996). CRAC/NICEC Conference Briefing.
SPONS. AGENCY- Department for Education and Employment, London
(England).
PUB DATE- 96
NOTE- 7p.; Held at the James Gracie Centre, Birmingham, England.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Counseling; Adult Development; Adult
Learning; Adult Programs; *Aging (Individuals); Career Change;
*Career Education; *Career Guidance; Client Characteristics
(Human Services); Conferences; Counseling Effectiveness;
Counseling Services; *Counseling Techniques; Counselor Client
Relationship; Educational Quality; Employment Problems; Foreign
Countries; Guidelines; Individual Needs; *Middle Aged Adults;
Needs Assessment; Policy Formation; Public Policy; Strategic
Planning; Synthesis
IDENTIFIERS- *United Kingdom

This document synthesizes the findings of an invitational policy consultation at which 27 invited participants from England, Wales, and Scotland examined the special career guidance needs of third-age adults (adults age 45 or older) and strategies for meeting those needs. First, the special career- and employment-training. Overall, graduates and module completers were happy with their training. (The document includes 26 tables and 38 figures. Five appendixes include notes, a 50-item glossary, an information page, and the questionnaires with a cover letter.) (KC)

ED 448 350   CE 081 161

Illinois Occupational Skill Standards: Architectural Drafting Cluster.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 00
NOTE- 98p.; For other skill standards, see CE 080 474-492 and CE 081 162-167.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Advisory Committees; *Architectural Drafting; Behavioral Objectives; Blueprints; Building Plans; Competence; Competency Based Education; Definitions; Diagrams; Education Work Relationship; Educational Needs; Educational Objectives; Employment Potential; Employment Qualifications; Engineering Drawing; Equipment Utilization; Evaluation Criteria; Geometric Concepts; Geometric Constructions; Glossaries; Guidelines; Job Performance; Job Skills; Job Training; Labor Force Development; Models; Occupational Clusters; Orthographic Projection; *Performance Based Assessment; Postsecondary Education; Program Guides; Secondary Education; *State Standards; Statewide Planning; Student Co *Illinois
IDENTIFIERS- *Illinois

This document, which is intended as a guide for work force preparation program providers, details the Illinois occupational skill standards for programs preparing students for employment in occupations in the architectural drafting cluster. The document begins with a brief overview of the Illinois perspective on occupational skill standards and credentialing, the process used to develop the skill standards, and assumptions underlying the standards. Presented next are skill standards for 25 tasks typically performed by workers in the architectural drafting cluster. Each skill standard statement contains the following components: (1) the actual skill standard (including the conditions of performance, work to be performed, and performance criteria); (2) performance elements and assessment criteria; and (3) a recommended assessment and credentialing approach. The following are among the tasks for which skill standards are provided: measure using scales; draw geometric constructions; construct multiview and dimensional drawings; draw architectural plans; and check completed architectural plans. The following items are appended: glossary; list of Illinois Occupational Skill Standards and Credentialing Council members; list of Transportation, Distribution, and Logistics Subcouncil members; list of Architectural Drafting Cluster Standards Development Committee members; Transportation, Distribution, and Logistics Subcouncil Architectural Drafting Cluster skill standards recognition proposal; and list of necessary workplace skills. (MN)

ED 448 351   CE 081 162

Harmon, Victoria M.; Bizot, Elizabeth B.
Combining Interests and Aptitudes into Career Recommendations.
PUB DATE- 00
NOTE- 13p.; Poster presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Aptitude; *Career Guidance; Career Information Systems; Comparative Analysis; High School Students; High Schools; Sex Differences; *Student Interests
IDENTIFIERS- United States (Midwest)

Interests and abilities have been cited as important concepts in the career guidance of adolescents. While it is important for students to understand these constructs independently, particularly if they are not congruent, their complex relationship can make it difficult to combine the information into career directions. This paper considers a computerized approach to combining aptitudes and interests into a single report that can be used by the student and as an aid to school counselors. The Ball Career System, an aptitude based career exploration tool for high school students, includes a means to connect student's aptitude profile to occupational clusters in the Aptitude Pattern Indicator (API). Ninth graders (N=1,633; 50.4% male; 49.6% female) from 3 high schools in the Midwest completed the Ball Aptitude Battery to compare interests and the API aptitude recommendations. Each student's API aptitude recommendation was compared to his or her API interest recommendation. The results show evidence of gender and aptitude differences across the API interest clusters. As interests and aptitudes do not have a simple relationship, students need to understand both. A report that could combine the two would help simplify career exploration, both for the student and the school counselor. (JDM)

ED 448 389 CG 030 535

Attridge, William C.
Ethical Considerations for Internet Counseling.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Codes of Ethics; *Computer Mediated Communication; Confidentiality; *Counseling; *Counselor Client Relationship; *Counselor Role; Counselor Training; *Internet; Standards
IDENTIFIERS- National Board for Certified Counselors

With the advent of new technologies, the possibility for providing quality, Internet-based, therapeutic counseling services becomes more attainable and realistic every year. Since the National Board for Certified Counselors announced the adoption of voluntary standards for the practice of Internet-based counseling, a new dimension has been added to the profession. The standards represent focal points and are an effort to recognize most of the pertinent issues involved in delivering counseling services over the Internet. Areas that have been addressed by the Code of Ethics include: (1) how confidentiality of counselor-client communication is maintained in cyberspace; (2) the limits of confidentiality; (3) ways to guard against imposter clients and imposter counselors; (4) counselors practicing via the Internet in states where they are

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Training; Expectation; *Graduate Students; Higher Education; *Mentors; Peer Relationship; Professional Development; *Psychologists; *Role Models; Sex Role; *Supervision; Teacher Student Relationship

Supervision of psychologists-in-training continues to be a valued component of teaching skills and professional development. Mentoring within training venues and professional peer consultative venues is gaining recognition as an essential element of professional development. This paper illuminates some of the fundamental values and elements of mentoring and supervision and offers suggestions for movement toward an integrated perception of the two functions in training and professional development. The merging of these roles partially results from shared expectations of students for role-modeling, encouragement and support, and relational growth through both mentoring and supervision. Some of the suggestions given for those who supervise and those who mentor include: (1) discuss expectations of the relationship from the perspective of the supervisor and supervisee; (2) be alert to boundary issues that can be blurred by mixed roles; (3) male supervisors and mentors should be aware of the socialized power dynamics that can play out differently with male and female supervisees; and (4) women supervisors and mentors should be aware of cross-gender dynamics in mentoring men. (Contains 20 references.) (JDM)

ED 446 390   CG 030 601

Marcus, Eric
Mommy, Do You Think I'm Gay? When Children Ask Questions.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000). Author adjusted speech title to "Is It Crossing the Line When You Talk to Children about Gay and Lesbian People?"
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Elementary School Students; Homophobia; *Homosexuality; Middle School Students; Middle Schools; Parent Child Relationship; Personal Narratives; *Sexual Identity; *Sexual Orientation
IDENTIFIERS- Homosexual Rights

This paper presents personal thoughts about addressing a seventh-grade civics class on the gay civil rights movement, a subject generally considered an adult issue. The situation manifests the dilemma as to whether talking to young adolescents about gay issues is in fact recruiting them, or planting dangerous thoughts in their minds. In investigating whether to write a book for children about gays, the author encountered many preconceived ideas in young people that pointed to the need to have honest conversations on the topic. He suggests that until the day comes when gay and lesbian people and issues are talked about in elementary and middle schools as a matter of course, the silence and secrecy surrounding gays may allow another generation of young people to grow up either hating gays or hating themselves. The paper questions whether taking a direct and open approach will free the next generation of students from that burden of hate. (JDM)

"Documenting Critical Thinking Lessons through Teaching Cases: Dilemmas and Achievements of Russian Teachers in Estonia" (Janet C. Richards and others); (7) "'The Atmosphere Is Completely Different': Students' Perceptions of RWCT in Action in Macedonian Classrooms" (Alison Preece and others); and (8) "'I Feel Like a Bird': How the RWCT Project Supports Motivations" (Jodi Patrick Holschuh, Cynthia Hynd, Penny Oldfather). Section 3, How Practices and Paradigms Change, contains the following chapters: (9) "The Teaching of Writing in the Czech Republic" (Zuzana Saffkova); (10) "School Libraries as Laboratories for Critical Thinking" (Bozena Blazkova and Patricia L. Bloem); and (11) "The Russian Commitment to Theory and the American Orientation to Practice: A Healthy Tension" (Carol Beers and others). Section 4, Lessons for Educational Reform from the RWCT Project, contains these chapters: (12) "Lessons from Abroad: What North American Educators Can Learn from Central and Eastern European Education" (Patricia L. Bloem); and (13) "An Experiment in Boldness: Accomplishments and Challenges in the Reading and Writing for Critical Thinking Project" (David J. Klooster). (NKA)

ED 448 410 CS 014 171

Feldman, Kevin; Johnson, Barbara; Pinsky, Ron; Rice, Beth
The California Reading Initiative and Special Education in California: Critical Ideas Focusing on Meaningful Reform.
PUB DATE- 99
NOTE- 24p.; Developed by the Special Education Reading Task Force, the California Department of Education, and the California State Board of Education.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Early Intervention; Elementary Secondary Education; *Evaluation Utilization; *Reading Difficulties; *Reading Instruction; *Reading Research; *Special Education
IDENTIFIERS- State Reading Assessments

This book addresses the importance of the California Reading Initiative (CRI) to children who are struggling readers or who have reading disabilities. It notes the CRI focuses on disseminating information from research results and fostering teaching practices drawn from this research. This book emphasizes aspects of reading instruction for children who have difficulty learning to read, and it dispels common misconceptions about reading disabilities and reading instruction. Chapters include: (1) Effective Reading Instruction; (2) Early Intervention and Prevention: "Catch Them Before They Fall"; (3) Assessment That Drives Instruction: The Better We Use Assessment Data, the Better We Teach; (4) Access to the Core Curriculum and Reading Instruction; and (5) Practices Linked to Research. (Contains 52 references.) (EF)

ED 448 411 CS 014 174

West, Janet M.
Increasing Parent Involvement for Student Motivation.
PUB DATE- 00
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Rubie, Christine; Wilkinson, Ian; Parr, Judy; Townsend, Michael
Sizing Up and Organising for Instruction in the First Weeks of School.
PUB DATE- 00
NOTE- 20p.; Paper presented at the International Reading Association World Congress on Reading (18th, Auckland, NZ, July 11-14, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; *Classroom Environment; Classroom Research; Elementary Education; Foreign Countries; *Grouping (Instructional Purposes); Interviews; *Literacy; Participant Observation; *Reading Instruction; Teacher Surveys; *Writing Instruction
IDENTIFIERS- Instructional Management; New Zealand; *Organizing Strategies

Grouping of students for instruction is an organizational pattern that is commonplace in literacy instruction in classrooms. A debate exists, however, about whether instruction is more effective when groups are heterogeneous or homogeneous with regard to student ability. A study aimed to provide a description of the grouping practices of New Zealand teachers in reading and writing; in particular, how and when groups are formed, what information is used to guide the formation of groups, and what teachers' expectations are about ideal group characteristics. Data were derived from observations and interviews conducted by graduate students who were participating in the 1999 Diploma in Teaching (Primary) program at the University of Auckland. Out of 110 student teachers, 90 agreed to contribute their observations and interviews. These 90 teachers were placed in 30 schools representing a wide range of socioeconomic levels and all levels of primary school (Years 1-8). Apart from the four teachers who conducted individualized reading programs, every other teacher surveyed formed groups for reading and, as in a previous (2000) study by Wilkinson and Townsend, ability was the preeminent determinant of group membership for reading. This was not true for writing, however, where far fewer teachers formed groups and of those who did, many made their grouping decisions on a heterogeneous basis rather than creating homogeneous groups. A large number of teachers surveyed conducted whole class lessons as the basis for their written language teaching. For both reading and writing, instructional programs commenced early in the year. (Contains 8 tables of data and 24 references.) (NKA)

ED 448 430 CS 014 215

Ediger, Marlow
Experimental Research and the Reading Curriculum.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Research; Grade 1; Instructional Effectiveness; Pretests Posttests; Primary Education; *Reading Instruction; *Reading Research; *Research Design; Standardized Tests
IDENTIFIERS- Big Books

Currently, there are so many research studies in journals that a review board should be established to screen quality research

Children Teaching Children (CTC): Collection II is a CD-ROM created at 6 elementary schools in the West Contra Costa Unified School District (California) as part of the Coaching Odyssey for school improvement. CTC II, published by the California Department of Education, is an effective early literacy intervention that integrates the development of literacy and computer skills. It is a literacy project intended to assist students to read, write, and publish their own original work in "publishing houses" established at their schools. The CD-ROM contains 21 children's stories written in English and Spanish by teachers and consultants for students who are learning to read and write, a set of classroom extensions on how to use the stories, and an exercise book on how to illustrate storybooks. Following an Introduction and Acknowledgment, sections of the CD-ROM are: Children's Stories (with a section of stories in English and one with stories in Spanish), Original Student Drawings, Tips on Publishing Children Stories, and Classroom Extensions. Finally, "You Can Draw" is an exercise book on the CD-ROM that teaches how to draw and illustrate one's own storybook. (SR)

ED 448 450 CS 217 323

Prescott, Stephanie, Ed.
Recommended Readings in Literature: Kindergarten through Grade Eight. 1996 Revised Edition.
PUB DATE- 96
NOTE- 178p.; Edited with Mae Gundlach.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; *Childrens Literature; Elementary Education; Literature Appreciation; *Reading Material Selection; *Reading Materials; *Recreational Reading; Supplementary Reading Materials
IDENTIFIERS- *Reading Lists

This list of over 1,250 readings was compiled by teachers, administrators, curriculum planners, and librarians throughout California to encourage students to read, to help local curriculum planners select books, and to stimulate educators to evaluate their literature programs. The list contains three types of literature: core, including what is taught in classrooms; extended, including readings assigned to groups or as homework; and recreational-motivational literature, including individual leisure-time materials. The first section (Core and Extended Materials) includes such categories as: Picture Books, Folklore, Plays (Kindergarten through Grade Six), and Books in Languages Other Than English. The second section (Recreational and Motivational Materials) includes similar categories including: Modern Fantasy and Science Fiction, Poetry, Contemporary Realistic Fiction, and Historical Fiction. The third section (Materials for Students in Grades Seven and Eight) includes the categories: Adventure, Biography and Autobiography, Personal Experience, Classics, Mythology, and Short Stories. (EF)

ED 448 451 CS 217 324

O'Malley, Edward, Ed.
Reading/Language Arts Framework for California Public Schools: Kindergarten through Grade Twelve.
PUB DATE- 99
NOTE- 322p.; Edited with Nancy Brynelson.
LANGUAGE- English

students alike were proud to have their pieces on display at a popular community bookstore. This opportunity to share personal poetry with friends, family, and community members motivated students to work hard, and generated a deeper appreciation for writing in general. (Contains 11 references. Appendixes contain lesson plans, excerpts from poetry, survey instruments, and a table of data.) (Author/RS)

ED 448 472   CS 217 366

Donohoe, Renee; McNeely, Teresa
The Effect of Student Music Choice on Writing Productivity.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Grade 4; Intermediate Grades; *Music; Productivity; Student Motivation; *Writing Attitudes; *Writing Improvement; Writing Research

Researchers investigated the influence that perceived choice of music would have on student writing productivity. Participants included 2 fourth-grade classes in Louisa and Madison Counties, Virginia, for a total of 32 students. A survey was used to determine participants' preferences of music. A quasi-experimental design was utilized to investigate whether the number of words written would increase with exposure to preferred music over time. The results were not significant for the participant pool as a whole; however, the Madison population yielded significant results with students writing a greater amount of words in the music conditions. The findings provide partial support for the researchers' expectations and provide evidence for the influence of music on writing productivity. (Contains 10 references and 3 figures of data. Appendixes contain the survey instrument, questions used during student interviews, and survey results.) (Author/RS)

ED 448 473   CS 217 367

Donaldson, Megan F.
Effectiveness of the Phono-Graphix TM Method on Spelling Achievement.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Instructional Effectiveness; Kindergarten; Primary Education; Reading Achievement; Reading Instruction; Reading Programs; *Spelling; *Spelling Instruction

The purpose of this study was to determine if the Phono-Graphix TM method, a reading program based on sounds, could help improve the spelling achievement of two kindergarten students. The students, identified as good readers/poor spellers, participated in eight 40-minute sessions. Their spelling skills were assessed before and after the implementation of the Phono-Graphix TM method and it was determined that their spelling achievement improved. Both children went from mid-late letter name to early-mid within word pattern spellers. The main feature of improvement was the marking of the long vowel. The results indicate that the Phono-Graphix TM reading program was able to raise the spelling performance of two kindergarten students with a discrepancy in their reading and spelling achievement. Appendixes provide three tables of data.

Technical Communication Program: A Work in Progress" (William O. Coggin); "Professor Becomes Trainer: Clues to an Inevitable Evolution during the 21st Century?" (Ann S. Jennings); "Enlarging Our View of the Future: Claiming a Place for Technical and Scientific Communication in Higher Education" (Jo Allen); "Tracking and Maintaining Communication with Graduates of Technical Writing Programs: What Can Former Students Tell Us?" (Julie Dyke); and "Recruiting for Bachelor's Programs in Technical Communication" (Laura J. Gurak). The proceedings concludes with three special presentations. Appendixes contain announcements of Distinguished Service Awards, the conference program, minutes, treasurer's report, a list of conference participants, and a list of CPTSC members. (RS)

ED 448 494   EA 029 205

Fowler, William J., Jr., Ed.
Developments in School Finance, 1997. Fiscal Proceedings from the Annual State Data Conference (July 1997).
PUB DATE- 98
NOTE- 187p.; For 1996 edition, see ED 409 634.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conferences; Cost Effectiveness; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Finance Reform; *Outcomes of Education; *Productivity; Qualitative Research; *Resource Allocation
IDENTIFIERS- *Funding Formulas; National Center for Education Statistics

This document contains papers from the Annual State Data Conference and includes the following: (1) "Does Money Matter for Minority and Disadvantaged Students? Assessing the New Empirical Evidence" (David Grissmer, Ann Flanagan, and Stephanie Williamson), which demonstrates that additional money matters for minority and disadvantaged students, but may not matter for highly advantaged students; (2) "Rethinking the Allocation of Teaching Resources: Some Lessons from High Performing Schools" (Karen Hawley Miles and Linda Darling-Hammond), which shows how five schools support extraordinarily high student achievement by reallocating instructional resources to maximize individual attention for students and learning time for teachers; (3) "Financing Education in the District of Columbia from the Perspective of the Financial Authority" (Joyce Ladner), which describes the District of Columbia Financial Authority efforts to revamp the area's failing schools; (4) "Does Money Matter? An Empirical Study Introducing Resource Costs and Student Needs to Educational Production Function Analysis" (Corrine Taylor), which shows that geographic cost variations and special-needs student costs do not appreciably affect per student expenditures; (5) "School District Expenditures, School Resources and Student Achievement: Modeling the Production Function" (Harold Wenglinsky), which uses hierarchical linear modeling to show that expenditures on instruction and central-office administration affect teacher-student ratios, which, in turn, affect student achievement; (6) "The Development of School Finance Formulas To Guarantee the Provision of Adequate Education of Low-Income Students" (Andrew Reschovsky and Jennifer Imazeki), which explores the quandary of developing an equitable school finance formula; two "cutting-edge" papers, (7) "Using Cost and Need Adjustments To Improve the Measurement of School Finance Equity" (Lauri Peternick, Becky A. Smerdon, William Fowler, Jr., and David H. Monk); and (8) "A Proposal for provided for each category of educational funding. The number of bills passed eclipsed earlier years and extended an overall trend of increasing levels of legislative activity since 1994. The volume of bills indicates that state legislators' awareness of education funding has increased. Although these lawmakers frequently subscribe to a regional view, looking to legislative trends in neighboring states, they are also aware of national trends. Some notable trends in education funding are concerned with educational technology funding, school infrastructure funding, charter-school funding, and student-achievement funding. A review of the bills indicates increasing interest in funding teacher quality and early-childhood education. (RJM)

ED 448 514 EA 030 787

Nelson, F. Howard; Muir, Edward; Drown, Rachel
Venturesome Capital: State Charter School Finance Systems. National Charter School Finance Study.
PUB DATE- 00
NOTE- 190p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Charter Schools; *Educational Finance; *Educational Legislation; Educational Policy; Elementary Secondary Education; *Financial Policy; Financial Support; Nontraditional Education; *State Aid

This report examines the laws, regulations, and practices governing charter-school finance during the 1998-99 school year. The 23 states and 2 cities surveyed here had operative charter schools during 1997-98, and thus had a least one year of experience in implementing laws and developing financial practices. The report includes an estimation of the actual dollar amounts that states allocate to charter schools based on the types of students enrolled, and discusses numerous other factors central to charter-school funding. The analysis outlines the range of per-pupil funding that charter schools can expect to receive in each state. Issues regarding school-district fidelity to state law are not addressed in the report. After an introduction, a review of previous research on charter-school finance is provided. This is followed by a description of the methodology used to collect data, including the procedures used to create the hypothetical charter schools that underlie the funding comparisons in the report. The next chapter gives an overview of funding and includes sections on base per-pupil funding and funding linked to student characteristics or geographic location. The report also discusses startup funding, facilities funding, and transportation funding. The last chapter examines the comparability of charter school and school-district funding. (RJM)

ED 448 515 EA 030 788

On the Same Page: Building Local Support for Higher Standards and Better Schools.
SPONS. AGENCY- Business Roundtable, Washington, DC.; Department of Education, Washington, DC.; Achieve, Inc., Washington, DC.; American Federation of Teachers, Washington, DC.; National Alliance of Business, Inc., Washington, DC.; National Education Association, Washington, DC.; National Governors' Association, Washington, DC.; Chamber of Commerce of the United States, Washington, DC.
PUB DATE- 00

both an urban and a rural story. This issue provides a special pullout section designed as a checklist to help guide professional development planning activities. The following articles are included: "Perspectives on Managing Staff Development" (Lenaya Raack), in which NCREL experts discuss a variety of key staff development issues for school administrators; "Common Goals & Promising Practices" (Ann Kinder), in which a rural school district and an urban school offer two successful examples of staff development; "Money Talk: Funding Professional Development" (Ann Kinder), which explores how states and districts allocate money to support professional development; "Improving Student Achievement around the Globe" (Gina Amenta-Shin), which describes how NCREL has collaborated with the Department of Defense Education Activity to help teachers integrate technology into classroom instruction; and "Thoughts on...Becoming a Better Teacher" (Cinder Cooper), in which a summer intern at NCREL explains the benefits of staff development and technology in addressing students with diverse needs. (DFR)

ED 448 536 EA 030 810

Kroeger, Marianne, Ed.; Blaser, Stephanie, Ed.; Raack, Lenaya, Ed.; Cooper, Cinder, Ed.; Kinder, Ann, Ed.
How Schools Use Data To Help Students Learn.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 21p.; For volume 2 number 1, see EA 030 809. Produced in cooperation with A Media, Inc. North Central Regional Educational Laboratory, 1900 Sandy Road, Suite 300, Oak Brook, IL 60523-1480.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Accountability; *Data Analysis; *Decision Making; *Educational Change; Elementary Secondary Education; Public Schools; *Student Improvement

This issue focuses on decision making. The term "D cubed M" used throughout the issue means data-driven decision making. D cubed M is not merely crunching numbers or translating statistics; it is about creating a picture to see where you have been and to determine where you want to go. Provided is a special D cubed M checklist to figure out how data can be used in schools. The following articles are included: "D cubed M: Helping Schools Distill Data" (Ann Kinder) the many ways schools can leverage the benefits of D cubed M; "Teachers and Students as Action Researchers: Using Data Daily" (Cinder Cooper with Allison Cromey) an innovative pilot program that helps students track their daily progress in math and helps teachers develop more effective ways to support those needing extra help; and "Measuring Student Success" by Lenaya Raack, (an NCREL associate explains the critical role of continuous feedback in assessing student performance. (DFR)

ED 448 537 EA 030 811

Hargreaves, Andy; Fullan, Michael
What's Worth Fighting for Out There?
PUB DATE- 98
NOTE- 136p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

Influences; Males; *Mental Retardation; Multiple Disabilities; Predictor Variables; Self Esteem; Symptoms (Individual Disorders)

This paper discusses the occurrence of challenging behaviors in adult men dually diagnosed with cerebral palsy and mental retardation, the dynamics that underlie problematic interactions with staff and peers, and strategies with which to address these behaviors. The vicious cycle that occurs when a client with cerebral palsy and mental retardation responds aggressively to a perceived provocation of a staff member, resulting in a punitive response from the support person, is described. Risk factors for aggressive behavior are also identified, including the presence of an organized brain syndrome, a history of institutionalization, being male, and a previous history of aggression. The need to treat aggressive clients for possible depression and low self-esteem is emphasized. The paper concludes with three clinical vignettes that illustrate the types of problems and obstacles that often confront men with cerebral palsy. All three men were being treated with medication to address their aggression, as well as with behavioral programming, and yet were still manifesting aggressive behaviors on a regular basis. Counseling focusing on active and empathetic listening, teaching of relaxation techniques, group counseling, and individual counseling resulted in decreased aggression, improved peer relationships, and increased self-esteem. (Contains 26 references.) (CR)

ED 448 554   EC 308 168

Walters, Lilly
One Hand Typing and Keyboarding for the Disabled Student.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Assistive Devices (for Disabled); Children; Design Requirements; Evaluation Criteria; *Keyboarding (Data Entry); *Physical Disabilities; *Selection; *Typewriting; *Word Processing; Work Environment

This paper discusses how students with disabilities can learn to keyboard using one hand. It lists keyboarding choices for those with a hand disability, including learning the one-hand method on the standard keyboard, changing the keyboard over to a One Hand Dvoark, buying a one hand keyboard, and using an alternative to typing, such as voice activation. Questions that should be considered before choosing a method are provided. Using the One Hand QWERTY Touch Typing System is recommended because there is no adaptive equipment needed. Information is provided on how to position the equipment for one-hand typing, choosing a chair, and adapting the rules for an individual body's challenges. Suggestions also are made for avoiding aches and damage to the body and for easing aches, strains, and pains. (CR)

ED 448 555   EC 308 169

Mitchell, Bruce M.; Salsbury, Robert E.
Multicultural Education in the U.S.: A Guide to Policies and Programs in the 50 States.
PUB DATE- 00

Minnesota, and Texas) used to address the issue of capacity. Four of the most common approaches to building capacity are then described, including infrastructure for professional development and technical assistance, professional development and training standards, curriculum materials for students and teachers, and organization and allocation of school and district resources. The last part discusses continuing challenges. An appendix includes a chart outlining the development of standards and assessments in the eight states. (Contains 51 references.) (CR)

ED 448 572 EF 005 299

Miller, George Kenton
A Comparative Analysis of the Importance of Middle School Building Characteristics to Teachers, Principals, and Architects.
PUB DATE- 91
NOTE- 164p.; Doctor of Education, University of North Carolina at Chapel Hill.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Architects; Comparative Analysis; *Educational Facilities Design; *Middle Schools; Principals; Teachers
IDENTIFIERS- North Carolina; *Professional Perspectives

This study determined what stakeholders using middle school facilities deemed as important characteristics for educational facilities compared to the architects' perceptions. The study compared the perceptions between 300 middle school teachers, 100 middle school principals, and 100 architects on 13 common educational facility characteristics. Results reveal all three groups had significant disagreement in their responses. Data show teachers and principals ranked instructional items; i.e., features which enhance or aid in the delivery of instruction, most important while architects ranked as most important in those areas related to design features which added to the visual impact of the facility or delivery of services within the structure. Appendices contain survey data and instrument. (Contains 63 references.) (GR)

ED 448 573 EF 005 808

Earthman, Glen I.
Planning Educational Facilities for the Next Century.
PUB DATE- 00
NOTE- 281p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; *Long Range Planning; Program Development; Public Schools; School Construction

This book examines each phase in the process of planning capital projects and those individuals in the schools who make decisions about the buildings students will use. It uses the long range planning process of the school system as the vehicle for providing the proper housing for students and programs. Program development, student enrollment projections, existing facility evaluation, and financial planning are discussed. Further areas address the development of the capital improvement program, architect employment, educational reluctant to professional workshops, the new British institute of English language training, and native and non-native teachers teaching side by side. (Some articles contain references.) (KFT)

ED 448 596 FL 026 518

Pally, Marcia, Ed.
Sustained Content Teaching in Academic ESL/EFL: A Practical Approach.
PUB DATE- 00
NOTE- 263p.; Contributors are Nathalie Bailey, Rudolph W. Bernard, Paul J. Camhi, Joan G. Carson, Lynne Flowerdew, Charles S. Haynes, Loretta F. Kasper, Leila May-Landy, Gayle Nelson, and Neil R. Williams.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Elementary Secondary Education; *English (Second Language); Evaluation Methods; Higher Education; Second Language Instruction; Second Language Learning; *Teaching Methods
IDENTIFIERS- *Content Area Teaching

This edited volume provides a rationale for and classroom examples of the effective use of content-based instruction in English-as-Second/English-as-a-Foreign-Language (ESL/EFL), in which the study of an academic subject is sustained over time. Each chapter provides the following: detailed course descriptions; practical suggestions for developing content-based curricula; sample units of sustained-content courses; methods and materials such as exercises, study aids, and charts for integrating skills into content areas; classroom activities and assignments; examples of challenges facing teachers and students; excerpts of student accomplishments; and assessment measures. The text provides teachers with a sense of the possible applications of sustained content-based instruction and helps them design courses that will prepare their students for future academic success. Twelve chapters are included: "Sustaining Interest/Advancing Learning: Sustained Content-Based Instruction in ESL/EFL--Theoretical Background" (Marcia Pally); "Reading and Writing for Academic Purposes" (Joan G. Carson); "The Old Man and the Sea: A Data-Driven, Corpus-Based Grammar Reading Course" (Charles S. Haynes); "Sustained Content Study and the Internet: Developing Functional and Academic Literacies" (Loretta F. Kasper); "Frames for Reference: Content-Based Instruction in the Context of Speech" (Neil R. Williams); "Critical Thinking Development and Academic Writing for Engineering Students" (Lynne Flowerdew); "Well-Formedness Principles on Syntactic Structures" (Paul J. Camhi); "Managing Information for Writing University Exams in American History" (Gayle Nelson with Jill Burns); "Film and Society: A Course for Analyzing Readings, Writing, and Critical Thinking" (Marcia Pally); "E Pluribus Unum: Health as Content for a Community of Learners" (Nathalie Bailey); "Reflecting on Commentary: Mind, Intellect, and a Use of Language" (Rudolph W. Bernard); and "Linking Assessment to the Content-Based Curriculum" (Leila May-Landy). References and appendices are located at end of selected chapters. (KFT)

ED 448 597 FL 026 519

Nickisch, Craig W., Ed.
Selecta: Journal of the Pacific Northwest Council on Foreign Languages, 1992-1998.

goals, and recommendations regarding strategies and resources for goal attainment. The personnel section also addresses the issue of gender equity. Provisions are made to establish equity for persons with disabilities and veterans. The Equity Plan is comprehensive in scope but is not all-inclusive. It is designed to minimize the requirements and maximize the challenge and opportunity for each university to contribute to the achievement of community within the statewide higher education system. Fourteen appendixes contain information on specific policy areas related to equity, including affirmative action policies. (Contains 9 tables and 52 endnotes.) (SLD)

ED 448 618   HE 033 627

Imperatives for the Future: A Plan for Pennsylvania's State System of Higher Education.
PUB DATE- 97
NOTE- 43p.; Produced by the Pennsylvania State System of Higher Education, Office of the Chancellor. For the related "Excellence in Equity" plan, see HE 033 626.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affirmative Action; College Faculty; College Students; Colleges; *Diversity (Student); Educational Planning; *Educational Policy; *Equal Education; *Higher Education; Racial Discrimination; School Personnel; Sex Discrimination; State Programs
IDENTIFIERS- *Pennsylvania

To realize its vision as an accountable, collaborative, and increasingly integrated network of universities focused on higher learning, the Pennsylvania State System of Higher Education commits itself to three major initiatives, focusing on: (1) learning; (2) collaboration and integration; and (3) the accountability imperative. These goals and the strategies to bring them about build on foundation planning set by previous documents including the "Excellence in Equity." To achieve these objectives, the state system will expand access to new and existing clientele, focusing on student diversity. The state also plans to enhance and expand learning activities for Pennsylvania students, and to strengthen the match between the state system's educational programs and the needs of students and the state. The plan also calls for optimizing the management and development of system resources. Six appendixes contain supplemental information about the plan, including the Executive Summary of the "Excellence in Equity" plan. (Contains 56 references.) (SLD)

ED 448 619   HE 033 628

Kates, Susan
Activist Rhetorics and American Higher Education, 1885-1937.
PUB DATE- 01
NOTE- 157p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Activism; Black Students; *Curriculum; *Educational History; Females; Higher Education; Labor Education; *Rhetoric

This book is a history of the rhetorical instruction generated by educators who taught at three institutions founded to serve middle-class White women, African Americans, and workers in the United States in the late nineteenth and early twentieth

Undergraduate Teaching of Psychology (11th, Ellenville, NY, March 19-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Technology; *Higher Education; *Learning; *Participation; *Teaching Methods
IDENTIFIERS- Student Engagement

As a lead-in to small group discussions of teaching, this paper describes some of the teaching techniques that can be used to engage students in the absence of technology. Teaching, whether it includes educational technology or not, is still only as effective as its ability to engage students' intellects. Among the aspects of teaching that help engage students are the energy level of the instructor, voice volume, movement, relating the material to students' experiences, and other techniques designed to attract and hold attention. Examples of such techniques are given for experimental, educational, and introductory psychology classes. (SLD)

ED 448 642 HE 033 651

Wolford, Karen; Clemo, Lorrie
Collaborative and Experiential Learning in a Human Diversity Course.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Annual Conference on Undergraduate Teaching of Psychology (11th, Ellenville, NY, March 19-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavior Patterns; *College Students; *Cooperation; Cultural Awareness; *Diversity (Student); *Experiential Learning; Higher Education; *Multicultural Education; *Student Attitudes

A series of collaborative and experiential activities was designed to provide learning opportunities for students enrolled in an interdisciplinary human diversity course. Students were required to participate in a group project and were given class time to work with the group designing the presentations. Students were also asked to participate in ongoing research on multicultural experience. Pretest and posttest measures of the impact of this method of instruction on attitudinal and behavior change related to a student's openness to exploring diversity activities were administered as a measure of the effectiveness of this type of instruction. Data were for 66 students from 1993, when the course was an elective, and for 75 students in 1997, when the course was a requirement. A hypothesis based on the Social Construct Hypothesis stated that positive contact with others who are different would reduce prejudice. The 1993 sample experienced significant change in the direction of increasing multicultural experience participation. Several possible explanations for the differences between the samples are discussed. Appendixes contain the questionnaire, presentation guidelines for the course, and the group assessment form. (Contains 13 references.) (SLD)

ED 448 643 HE 033 652

statutory authority for the crime reporting. Appendix B contains pertinent regulations. Appendix C contains a sample of the Web site with statistics on crime for individual campuses. Appendix D is a summary of campus crime and security data. (Contains 11 endnotes.) (SLD)

ED 448 664 HE 033 674

Undergraduate Research: Three Institutions' Success Stories. Research Corporation Annual Report, 1999.
PUB DATE- 99
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Educational Finance; *Financial Support; Grants; *Higher Education; *Integrated Activities; *Research; *Undergraduate Students
IDENTIFIERS- Research Corporation

This annual report describes the 1999 activities of Research Corporation, a foundation that supports research programs at colleges and universities in the United States and Canada. It focuses on three primarily undergraduate institutions, two private and one public, that are active producers of published research and students going into the sciences. These schools are: (1) Hendrix College, Conway, Arkansas; (2) California State University, Fullerton, California; and (3) Occidental College, Los Angeles, California. Interviews at these three colleges showed how their faculties have successfully integrated research into their science departments in spite of limited resources. At all three institutions, a change occurred from an almost exclusive emphasis on teaching to an emphasis on research with teaching. The report also presents information about other activities of Research Corporation through its various awards programs. Grants approved during fiscal year 1999 are listed by program and institution, and financial statements for the foundation are included. (SLD)

ED 448 665 HE 033 675

Holmes, Alison, Ed.; Brown, Sally, Ed.
Internal Audit in Higher Education.
PUB DATE- 00
NOTE- 213p.; Published by Kogan Page Limited.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Accountability; Cost Effectiveness; *Educational Finance; *Evaluation Methods; Foreign Countries; *Higher Education; *Program Evaluation
IDENTIFIERS- England; Europe; *Internal Auditing

This book describes a range of examples of internal audit in higher education as part of a process of the exchange of good practice. The book recognizes well-established links with audit theory from other contexts and makes use of theoretical perspectives explored in the financial sector. The chapters are: (1) "Quality Audit Issues" (Sally Brown and Alison Holmes); (2) "Quality Audit in Higher Education: Lessons from Financial Audit" (Simon Horsman); (3) "Auditing Academic Programmes: Towards Quality Higher Education in the USA" (Steve Michael); (4) "Subject Review and the Enhancement of Quality" (Margaret Moran); (5) "Internal Audit--A Skeptic's View" (Barbara Spender); (6) "Internal Audit: Is It Worth the

the field. As implied in the title, interviewees have always been encouraged to talk in a relatively informal way. Since an interview has been reported in every issue of the AJDE since its founding, this volume, which brings these interviews together in one book, provides a virtual chronology of the evolution of distance education in America over the past 14 years. In this book are interviews with two of the best-known fathers an one founding mother; leaders of universities, corporate training institutes, public broadcasting, community colleges, the armed forces, and government agencies; university and college administrators; distinguished scholars; policymakers; and heads of national and international agencies. Nearly every communication medium is represented, from print-based home study, broadcasting, and audio and videoconferencing to computer conferencing and the Internet. (AEF)

ED 448 666   IR 020 448

Rehman, Sajjad ur
Preparing the Information Professional: An Agenda for the Future. Contributions in Librarianship and Information Science, Number 93.
PUB DATE- 00
NOTE- 177p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Development; Employment Potential; Employment Qualifications; Entry Workers; Futures (of Society); Higher Education; *Information Science Education; *Information Scientists; Librarians; *Library Education; *Library Science; Professional Education; Professional Personnel

Redesigning information education in response to the market dynamic requires clear articulation of the expectations of employers, identification of competencies for professionals, and appreciation of environmental, institutional, and situational contexts. This book responds to these needs in a systematic and scientific manner by describing methods of translating market demands into defined sets of capabilities to serve as parameters for formal education of information professionals. It also provides a research framework for differentiating between undergraduate and graduate levels for developing educational models. Serious disparities in coverage and treatment of information education in different parts of the world are noted and analyzed using a global view. Chapter 1, "The Information Scene and the Professional: Trends and Directions," develops a framework for conceiving employer perceptions about the preparation of future professionals. The pertinent dimensions of these perceptions are deficiencies among entry-level professionals, trends in the information market, and strategies for developing the needed capabilities. Chapter 2, "Preparation of Information Professionals: A Competency Approach," and chapter 3, "Competency Definition and Validation: Design and Conduct," review employer perceptions about the ways future professionals need to be prepared and present a model for competency definition and validation. Sets of knowledge and skills for future information professionals in a variety of operational and institutional settings are then identified. Chapter 4, "Competencies of Library and Information Professionals: A Functional Approach," provides conceptual framework and competency statements for the operational settings of foundation, cataloging, access, information service, collection development and serials control operations. Other chapters include: (5) "Competencies of Academic Library

Demography; School Funds; *School Statistics
IDENTIFIERS- *School Performance Indicators

For over two-thirds of the public schools in the United States, it is now possible to see a report on school performance over the Internet. Such reports can include student demographics and performance, teacher qualifications and salary levels, funds expended per pupil, and sources of funding. Often, bases are offered for comparing a school with other schools with similar student populations or financial resources or from similar locations. This paper examines the following factors that have made this aggregation of readily available information possible: a national drive toward education reform; the widespread availability of computers and the Internet in school systems; and advances in methods for collecting, sharing, and displaying information. The paper also summarizes policy trends and changes in the ongoing national debate about schools that the availability of these reports will make possible. (Author/MES)

ED 448 708 IR 020 471

Droste, Bruce
Running the Virtual High School.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454. For the Virtual High School Web site: http://vhs.concord.org.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Cooperative Programs; *Distance Education; *Educational Cooperation; Educational Technology; Faculty Development; High Schools; Instructional Design; Instructional Development; *Instructional Innovation; Internet
IDENTIFIERS- Course Development; Technology Utilization; Web Based Instruction

The Virtual High School (VHS) is a cooperative of over 125 high schools, funded by a Technology Innovation Challenge Grant. Teachers in the cooperative, with the help of teacher mentors, instructional technology experts, university faculty, and businesses, design and offer innovative courses over the Internet. This paper discusses VHS course design, course content, costs and sustainability, and evaluation. Testimonies of VHS participants are then summarized, grouped into the following broad categories that describe the benefits of VHS and the Technology Innovation Challenge Grant program as a whole: (1) VHS expands horizons and builds communities of learners; (2) VHS is enabling teachers and students to become confident technology users; (3) VHS offers unparalleled professional development opportunities for teachers; and (4) VHS greatly increases access to courses and educational resources. (MES)

ED 448 709 IR 020 472

Dunlap, Joanna C.
Rich Environments for Active Learning on the Web: Guidelines and Examples.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020

improvise behaviors similar to human behaviors (e.g., happiness, satisfaction, and vibration), making the interaction friendlier. (Contains 10 references.) (Author/MES)

ED 448 730 IR 020 493

Olsina, L; Rossi, G.
Toward Web-Site Quantitative Evaluation: Defining Quality Characteristics and Attributes.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454. Contains some illegible type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; Comparative Analysis; *Efficiency; *Evaluation Criteria; Evaluation Methods; Reliability; User Needs (Information); *World Wide Web
IDENTIFIERS- Usability; *Web Sites

This paper identifies World Wide Web site characteristics and attributes and groups them in a hierarchy. The primary goal is to classify the elements that might be part of a quantitative evaluation and comparison process. In order to effectively select quality characteristics, different users' needs and behaviors are considered. Following an introduction, an overview of the Web-site QEM (Quality Evaluation Method) is presented. The following steps that evaluators should follow in applying the Web-site QEM are described: (1) selection of the site domain to evaluate or compare; (2) specification of goals and user standpoint; (3) definition of quality characteristics and attributes; (4) definition of attribute evaluation criteria and determination of elementary preferences; (5) aggregation of elementary preferences to yield the global quality preference; and (6) analysis and comparison of partial and global quality outcomes. More than 60 directly measurable Web site characteristics and attributes are then outlined regarding the visitor standpoint and sites ranging from museums and academic sites to electronic commerce domains. These are organized into the broad categories of usability, functionality, site reliability, and efficiency. (Contains 15 references.) (MES)

ED 448 731 IR 020 494

Orwig, Gary
Academic Support for Web Course Development: A Successful Top-Down Strategy.
PUB DATE- 99
NOTE- 7p.; In: WebNet 99 World Conference on the WWW and Internet Proceedings (Honolulu, Hawaii, October 24-30, 1999); see IR 020 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Computer Uses in Education; *Distance Education; Higher Education; Instructional Design; *Instructional Development; *Teacher Developed Materials; Training; World Wide Web
IDENTIFIERS- University of Central Florida; *Web Based Instruction

The administration of the University of Central Florida (UCF) has

GESTALT research project. (Contains 10 references.) (MES)

ED 448 752 IR 020 515

Fowler, Richard H.; Karadayi, Tarkan; Chen, Zhixiang; Meng, Xiannong; Fowler, Wendy A. Lawrence
A Visualization System Using Data Mining Techniques for Identifying Information Sources.
SPONS. AGENCY- National Aeronautics and Space Administration, Washington, DC.
PUB DATE- 00
NOTE- 7p.; In: WebNet 2000 World Conference on the WWW and Internet Proceedings (San Antonio, TX, October 30-November 4th, 2000); see IR 020 507.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Information Retrieval; Information Sources; *Information Systems; Interaction; *Systems Development; User Needs (Information); *Visualization; World Wide Web
IDENTIFIERS- *Data Mining; *Interactive Systems; Search Engines

The Visual Analysis System (VAS) was developed to couple emerging successes in data mining with information visualization techniques in order to create a richly interactive environment for information retrieval from the World Wide Web. VAS's retrieval strategy operates by first using a conventional search engine to form a core set of retrieved documents. This core set is expanded by crawling from links in these documents to form a much larger set. The link topology of the larger set is then examined using data mining techniques to identify pages likely to be both relevant to the query and reliable as sources of information. Information visualization techniques are used to display the filtered set in a form amenable to the use of perceptual processes to filter and guide further user directed search. (Contains 16 references.) (MES)

ED 448 753 IR 020 516

Greenberg, J.; Daniel, E.; Massey, J.; White, P.
The Plant Information Center (PIC): A Web-Based Learning Center for Botanical Study.
PUB DATE- 00
NOTE- 11p.; In: WebNet 2000 World Conference on the WWW and Internet Proceedings (San Antonio, TX, October 30-November 4th, 2000); see IR 020 507. Project funded under the Institute of Museum and Library Studies.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Botany; Computer Uses in Education; Databases; Electronic Libraries; Elementary Secondary Education; Grade 6; Higher Education; *Information Retrieval; *Information Services; *Plants (Botany); Science Instruction; Scientific and Technical Information; Systems Development; *World Wide Web
IDENTIFIERS- Metadata

The Plant Information Center (PIC) is a project funded under the Institute of Museum and Library Studies that aims to provide global access to both primary and secondary botanical resources

Years," "Faculty Status for Academic Librarians," "Adapting Commercial Strategies to Managing Government Libraries," "Our Failure To Seek, Much Less Achieve, Funding and Management Support," "Doing More with Less?" "Marketing as a Tool for Destabilization," "Keynote Address: Fourth International Conference on Fee-Based Information Services in Libraries," "Our Conflicting Responsibilities," "The Passion To Be in Fashion," "Who Will Lead the Unsuspecting Lemmings over the Cliff?" "Should Leaders Want To Be Managers and Give up All that Freedom?" "Planning and Evaluation," "Embarking on the Superhighway While Downsizing and Outsourcing Libraries," "Dangerous Misconceptions about Organizational Development of Virtual Libraries," "What is a Professional in Our Field?" "Is There a Surplus of Librarians?" "Library Outsourcing and Contracting," "Organizational Change in an Era of Technological Challenges," "Library Mangers Must Really Lead," "Library Computers," "The Changes in Off-Campus Education," "What To Evaluate and What To Reward," "Technology and the Pressures and Opportunities for Document Delivery," "Public Library Reference Service-Expectations and Reality," "Edmund Burke," Librarians and Information Technology," "Why Outsourcing Happens, and What To Do about IT," "Authority, Responsibility, and Delegation in Public Libraries," "Is Our Mission One of Providing Only Information or Providing Knowledge?" and "Where Is This Profession Heading?" Includes book reviews and an index. (MES)

ED 448 774   IR 057 931

Kerby, Mona
Reading Fun: Quick and Easy Activities for the School Library Media Center. School Library Media Series, No. 14.
PUB DATE- 98
NOTE- 149p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Creative Activities; Elementary Education; *Instructional Materials; *Learning Activities; Media Specialists; *Reading; Reading Interests; *Reading Motivation; *School Libraries

This book provides the library media specialist with activities designed to motivate students to read and with reproducible bookmarks, worksheets, and certificates . The book is designed to promote the enjoyment of reading in the elementary school. At the beginning of each unit, basic suggestions are included for using the activities, but the activities can also be molded to adapt to individuals needs. Activities and materials are centered around specific authors, award-winning books, fairy tales, biographies, and more, presented in the following chapters: (1) "Animals"; (2) "Authors for Primary Students"; (3) "More Activities for Primary Students"; (4) "Authors for Intermediate Students"; (5) "Bibliographies"; (6)"Biographies"; (7) "Caldecott Books"; (8) "Dewey Decimal Practice"; (9) "Fairy Tales"; (10) "Independent Scholar"; (11) "Mystery Books"; (12) "Newbery Books"; and (13) "Summer Reading Calendar." (AEF)

ED 448 775   IR 057 932

Deese-Roberts, Susan; Keating, Kathleen
Library Instruction: A Peer Tutoring Model.
PUB DATE- 00
NOTE- 212p.
LANGUAGE- English

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Higher Education; Instructional Development; *Library Instruction; Library Services; *Peer Teaching; Program Development; *Teaching Models; *Tutoring

This book proposes the application of peer tutoring to library instruction, primarily in the academic library setting. Chapter 1 provides a brief historical view of library instruction and current trends that make peer tutoring a possible form of library service. Chapter 2 describes peer tutoring as currently practiced in higher education. Chapters 3 and 4 provide principles and guidelines for establishing peer tutoring programs with a focus on library instruction tutoring. Chapters 5 and 6 present a conceptual curriculum and an eight-session model for a library instruction tutoring program. Chapter 7 is composed of an analysis of experiences at the University of New Mexico General Library (UNMGL), including program improvements and future plans. Chapter 8 explores the application of the library instruction peer tutoring model to K-12 education. At the end of most chapters bibliographies of additional readings are provided. Appendices contain training materials and selected peer tutoring resources. Includes an index. (AEF)

ED 448 776 IR 057 933

Miller, Elizabeth B.
The Internet Resource Directory for K-12 Teachers and Librarians. 2000/2001 Edition.
PUB DATE- 00
NOTE- 462p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Access to Information; Educational Resources; Elementary Secondary Education; Information Retrieval; Information Sources; *Internet; Online Searching; Reference Materials; School Libraries; Student Research; *World Wide Web
IDENTIFIERS- *Electronic Resources; *Web Sites

This directory presents a broad sampling of some of the best Internet resources for educators, school library media specialists, students, and parents. The 2000/2001 edition is the seventh in a series of annual publications. With 1,515 entries, this edition has 440 new and updated entries. The directory is divided into 11 chapters, each addressing a different area of the K-12 curriculum (1) "Resources for Educators"; (2) "The Arts: Visual Art, Dance, Music, and Theater"; (3)"Computer Science"; (4) "Foreign Language studies and Cultural Appreciation"; (5) "Language Arts"; (6) "Mathematics"; (7) "Science"; (8)"Applied Arts and Sciences: Vocational Education, Driver's Education, Family Life Education, Health & Safety, Horticulture, Physical Education, Sport Sciences, and Sports"; (9) "Social Studies and Geography"; (10) "Reference"; and (11) "The School Library: The School Information Resource Center." Two chapters, "Resources for Educators" and "The School Library: The School Information Resource Center," contain professional information as well as lesson plans and general information specific to education, K-12 schools, and the school library media center. The "Reference" chapter focuses on resources that can be used across the curriculum. Clear directions for access are given for each resource. There is an entry name for each resource; notes on how it accessed; and the URL, address, path, login, or

TRIO program as documented in annual program evaluations. (JA)

ED 448 794 JC 000 644

Braswell, James A.; May, Mary L.
Closing the Loop, without the Loop Closing on You!
PUB DATE- 00
NOTE- 8p.; Paper presented at Chair Academy's Annual International Conference for Community and Technical College Chairs, Deans, and Other Organizational Leaders (9th, March 29-April 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Planning; Community Colleges; *Institutional Administration; *Institutional Evaluation; Organizational Objectives; *Strategic Planning; Systems Analysis; Technical Institutes; Two Year Colleges
IDENTIFIERS- *San Jacinto College TX

The conference paper explores a unified institutional effectiveness planning model which allows for outcomes assessment linked with strategic planning and budgeting through all levels (departments, divisions, and offices) of the institution. The use of an organized reporting system as part of a systematic planning process provides a useful and accessible record of efforts and documentation of results over extended periods, which are essential components of regional accreditation standards. The planning process at San Jacinto College (Texas) is organized through the use of Institutional Effectiveness Unit Plans. The Unit Plan document is constructed to track the following items: the purpose of the unit within the institution's organizational structure; unit objectives and their relation to the college goals; steps to be taken related to the unit objectives; the criteria by which to measure progress; documentation of progress; analyses of the results and the process for which to provide the basis; and a projection of changes needed for the coming year and their impact on the budget. To help integrate planning into the routine functioning of the college, its operational planning cycle is matched with the academic and fiscal calendar. Additionally, all budget requests must be related to and supported by an institutional effectiveness unit plan. (JA)

ED 448 795 JC 010 064

Student Migration Report, 1998-1999.
PUB DATE- 99
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Enrollment; School Holding Power; State Surveys; *Student Mobility; Tables (Data); *Technical Institutes; *Trend Analysis; Two Year Colleges
IDENTIFIERS- *Texas

This document compares fall 1998 enrollment figures with fall 1999 enrollment figures in Texas public community and technical colleges, with an emphasis on documenting retention and attrition patterns. The data are taken from the CBM001 Student Report, which records students enrolled on the official census

(6) "Working with Schools To Ease Student Transition to the Community College" (Lemuel W. Watson); (7) "Working with Schools To Prepare Students for College: A Case Study" (Charlene R. Nunley, Mary Kay Shartle-Galotto, and Mary Helen Smith); (8) "Working with Urban Schools That Serve Predominantly Minority Students" (May Kuang-chi Chen, James L. Konantz, M. Lucia Rosenfeld and Clara Frost); (9) "Anticipating Legal Problems When Working with High School Students" (Elizabeth T. Lugg); (10) "Demographics, State Education Reform Policies, and the Enduring Community College Role as an Extension of the Schools" (James C. Palmer); and (11) "Sources and Information" (Charles L. Outcalt). (EMH)

ED 448 816 JC 010 087

Education Master Plan Update, Issue 6. A Regular Report on Hearings of the Joint Legislative Committee To Develop a Master Plan for Education.
PUB DATE- 00
NOTE- 5p.; Produced under the direction of Rita Mize.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); College Transfer Students; *Community Colleges; Intercollegiate Cooperation; Partnerships in Education; *Transfer Rates (College); Two Year Colleges
IDENTIFIERS- California Master Plan for Higher Education; California State Postsecondary Education Comm; Community College League of California

California government, college, and university representatives gathered to discuss transfer and articulation issues as part of the ongoing work of the Joint Legislative Committee To Develop a Master Plan for Education. According to attendees: (1) the probable degree attainment rate of a student with direct access to UC or CSU is 70%. In comparison, while 70% of community college applicants for transfer are accepted, only 85% of the community college units transfer, and 70% of transfer students complete their degrees, making the cumulative risk to attending a community college a 30% probability; (2) improved student awareness and more "human contact" (faculty-to-faculty communication and more counseling for students) increase student transfer. However, a recent survey indicated that 47.5% of community colleges have an articulation officer less than half-time, and many have transfer center directors less than full-time; (3) a recent rise in the number of transfers to both CSU and UC was documented, in contrast to a drop during the early 1900s. CSU is committed to increase the number of eligible transfer students by 5% per year; (4) the online ASSIST system (http://www.assist.org) is now California's official source for transfer course information; (5) CPEC data may undercount transfers; longitudinal rather than cross sectional data may be needed; and (6) the National Student Loan Clearinghouse is coming online with more complete data. (PGS)

ED 448 817 JC 010 088

Perin, Dolores
Curriculum and Pedagogy To Integrate Occupational and Academic Instruction in the Community College: Implications for Faculty Development. CCRC Brief Number 8.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, NY.

many areas needed customer service training; (2) telephones were not used effectively by many offices; (3) many areas were not able to respond quickly to the needs of college staff; and (4) 18 highly used areas were of special concern because they had high levels of dissatisfaction. College-wide offices with the highest level of user satisfaction included Risk and Insurance Management, Word Processing Services, and the Office of the Dean of Advanced Technology. Contains 20 tables and the survey form. (PGS)

ED 448 837 JC 010 111

Austin Community College Management Response to Employee Satisfaction Survey, Spring 2000.
PUB DATE- 00
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communication Audits; Community Colleges; Evaluation Methods; *Formative Evaluation; *Improvement Programs; *Inservice Education; Job Performance; *Participant Satisfaction; School Effectiveness; Two Year Colleges
IDENTIFIERS- *Austin Community College TX

Findings from an Employee Satisfaction Survey conducted in spring 2000 at Austin Community College (ACC) (Texas) indicate that: (1) staff in many areas need customer service training; (2) telephones are not used effectively by many offices; (3) many areas are not able to respond quickly to the needs of college staff; and (4) 18 highly used areas are of special concern because they have high levels of dissatisfaction. The complete Management Response to this survey is presented in this report. Responses include: (1) beginning in spring 2000, customer service training will be available through the Professional Development Office in Human Resources; (2) the Administrative Leadership Team will develop a college-wide plan to address telephone-related issues; (3) staffing in key areas will be reviewed prior to the budget process to ensure availability of adequately trained staff; (4) individual plans developed by each of the 18 areas will be implemented during the next year; and (5) the Employee Satisfaction Survey will be modified and re-administered in January 2001. (PGS)

ED 448 838 JC 010 116

Delmonico, Matthew J.
Is Treating Students as Customers the Right Move for Community Colleges?
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Educational Demand; *Educational Trends; Marketing; *Student Recruitment; *Total Quality Management; Trend Analysis; Two Year Colleges
IDENTIFIERS- Saint Petersburg Junior College FL

This paper discusses the growing trend in higher education of treating students as customers. It addresses the traditional views of the student-instructor role and why there is a push toward a customer-oriented paradigm in higher education. Resistance to this movement is also addressed, both from the student and faculty/administrative viewpoints. Furthermore, Play is essential to children's healthy development and learning, and toys are the tools of children's play. Noting that parents are constantly faced with decisions about what toys to buy and what toys to avoid, this guide is intended to help parents promote their children's creative and constructive play by making informed choices about toys, and by working with other adults at home, school, and in the community to promote positive play and toys. Sections of the guide delineate: what parents and other adults can do; choosing toys of value; toys and toy trends to avoid; making shoe box gifts for hours of creative play; and media violence and children. This media violence section includes an action guide with guidelines and resources. (HTH)

ED 448 858   PS 029 057

Bromfield, Richard
Handle with Care: Understanding Children and Teachers. A Field Guide for Parents and Educators.
PUB DATE- 00
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childhood Needs; Children; Elementary Education; *Elementary School Students; *Elementary School Teachers; Emotional Development; Emotional Response; Parent School Relationship; Parent Student Relationship; *Parent Teacher Cooperation; Parents; Psychological Needs; *School Attitudes; *Student Attitudes; Student Journals; Student Needs; *Teacher Attitudes; Teacher Student Relationship

Offering a window to the public and private world of the classroom, this book explores the emotions, attitudes, and experiences that children and teachers bring to school. The book first discusses values, noting that ownership confers value to experience. The book also examines the importance of teachers identifying the needs behind children's wants and maintains that by striving to understand children, we guard against pushing away the child's thoughts and feelings. Further examined are factors preventing teachers' from hearing what students are saying. The book then discusses "TeacherVision," the sum of the ways that teachers look at, feel about, and understand their students, themselves, and their teaching. How words help children master childhood tasks is discussed next. Issues related to sex are then addressed, including how parents encourage sublimation, childhood risk for sex-related problems, and how teachers' attitudes about sex impact their teaching. The book next addresses minority students, discussing the importance of teachers identifying their own biases and working to better understand others. Structure and discipline in the classroom are highlighted, and how students' and teachers' personal experience with love, its absence, or perversion influences learning is also discussed. Other topics examined include academic success and failure, students' journals, and teachers' responses to students' worrisome writing and artwork. The book asserts that attempts to protect children from pain and hardship have undermined their resiliency and left them more susceptible to feelings of inadequacy and despair. Finally, the book addresses teachers' need for recognition, rewards, and personal growth. (KB)

(3) preparing children for the move; (4) the moving process; (5) settling in; (6) moving to a new school; (7) moving to new child care; (8) if children have problems; (9) stay-at-home parents; and (10) frequent moves. A table of child development stages is included. (Contains 12 references.) (EV)

ED 448 878 PS 029 103

Oshinsky, Carole J., Ed.
News & Issues, 2000.
SPONS. AGENCY- Carnegie Corp. of New York, NY.; Ford Foundation, New York, NY.
PUB DATE- 00
NOTE- 30p.; For 1999 issues, see ED 436 266. Published seasonally.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Change Strategies; Child Advocacy; *Child Welfare; Day Care; Employed Parents; Low Income Groups; *Poverty; *Public Policy; Welfare Recipients; *Welfare Services; Young Children
IDENTIFIERS- *Welfare Reform

This document is comprised of the three 2000 issues of "News & Issues," a newsletter from the National Center for Children in Poverty (NCCP) devoted to identifying and promoting strategies to reduce the young child poverty rate and to improve the life chances of children still living in poverty. The winter issue includes the following articles: (1) "Welfare Reform at Three--Is a New Consensus Emerging?" (2) "The Impact of Welfare Reform: Have We Asked the Right Questions?" (3) "Children and Welfare Reform--Lessons from NCCP's Issue Briefs"; (4) "Welfare Reform Works"; (5) "Success of Welfare Reform Unclear"; and (6) "New Advisors Bring Diverse Expertise to NCCP, Part 2." Articles in the spring issue are: (1) "Helping Vulnerable Young Children Affected by Welfare Reform"; (2) "Slow Growth in Regulated Child Care since Welfare Reform--Especially in Low-Income Communities"; and (3) "Beyond Welfare to Work: Strategies To Help Low-Income Working Families." Articles in the fall issue are: (1) "Child Poverty Rates Improve since 1993 But One in Six U.S. Children Is Poor"; (2) "Grade-School Class Raises Funds for NCCP To Help Less Fortunate"; and (3) "There Are No Stereotypes Here--The Faces of Child Poverty." Regular features in each issue include current activities of NCCP information on recent publications recommended for program administrators and policy makers, and information on publications available from NCCP. (EV)

ED 448 879 PS 029 104

Beach, Jane; Bertrand, Jane
More Than the Sum of the Parts: An Early Childhood Development System for Canada. Occasional Paper No. 12.
PUB DATE- 00
NOTE- 58p.; Produced by the University of Toronto, Childcare Resource and Research Unit. Supported by Child Care Visions, Human Resources Development Canada.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Day Care; Day Care Centers; *Early Childhood Education; Educational Policy; *Family Programs; Foreign Countries; History; *Integrated Services; National Programs; Program Design; Program Development; Public Policy
IDENTIFIERS- *Canada; Family Resource and Support Programs

and environmental reasons, both men and women must reevaluate modern life styles and recognize the value of the home economy, as well as that of the money economy. The chapters of the book are: (1) "The Family in Perspective"; (2) "Modernizing Away the Family"; (3) "Psychological Effects of Day Care"; (4) "Legislation for Our Children"; (5) "Humanizing Our Economy"; and (6) "A New Direction," calling for a different social framework that elevates the home economy while downplaying consumerism. An afterword provides the author's reflection on staying at home with his son, the economic pressures entailed, and the personality contrasts between his son and his day care friends, underscoring the premise of the book. (Each chapter contains references. Includes a 115-item bibliography.) (HTH)

ED 448 897 PS 029 122

Grotevant, Harold D.; McRoy, Ruth G.
Openness in Adoption: Exploring Family Connections.
PUB DATE- 98
NOTE- 229p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adoption; *Adoptive Parents; Agency Role;
  *Biological Parents; *Childhood Attitudes; *Parent Attitudes;
  Public Policy; Research Needs; Social Change
IDENTIFIERS- *Open Adoption

Noting social and demographic changes provoking a trend toward openness in adoption practice, this book presents the findings from a nationwide study examining the impact of variations in openness in adoption on participants in the adoptive kinship network: adopted children, adoptive parents, and the children's birth parents. The first chapter of the book examines the issues, debates, and evidence to date concerning openness in adoption. The second chapter presents an initial study of adoption practice at 35 agencies in 15 states, showing that between 1987 and 1993, agencies offered a continuum of open adoption, from confidential to fully disclosed. The third chapter details the methodology of the main study, in which adoptive families and birth mothers were recruited through the 35 agencies and interviewed. Four major categories were used to differentiate among levels of openness: confidential, time-limited mediated, ongoing mediated, and fully disclosed. The next three chapters present outcomes of the varying degrees of openness on the children, adoptive parents' perspectives on their roles and relationships with birth parents, and birth mothers' adjustment and resolution of grief. The seventh chapter puts the preceding perspectives together to focus on the dynamics of relationships within the adoptive kinship network, which is composed of the adopted child, adoptive immediate and extended family, and birth immediate and extended family. The final chapter offers general conclusions and implications, including the following: (1) The movement toward openness in adoption has taken place within the context of broader societal changes; (2) Many of the fears and concerns initially raised about openness in adoption appear to be unfounded; (3) The level of openness in adoption should be decided on a case-by-case basis; (4) Adoption should be viewed as an ongoing process, rather than as a discrete event in time; (5) Although the role of adoption agencies has changed dramatically in recent years, agency staff still have profound effects on the adoptive placements they facilitate; and (6) As families have new experiences with adoption, new questions arise that provoke further consideration. Implications for

Undermines and When Failure Motivates: Helpless and Mastery-Oriented Responses"; (3) "Achievement Goals: Looking Smart versus Learning"; (4) "Is Intelligence Fixed or Changeable? Students' Theories about Their Intelligence Foster Their Achievement Goals"; (5) "Theories of Intelligence Predict (and Create) Differences in Achievement"; (6) "Theories of Intelligence Create High and Low Effort"; (7) "Implicit Theories and Goals Predict Self-Esteem Loss and Depressive Reactions to Negative Events"; (8) "Why Confidence and Success Are Not Enough"; (9) "What Is IQ and Does It Matter?" (10) "Believing in Fixed Social Traits: Impact on Social Coping"; (11) "Judging and Labeling Others: Another Effect of Implicit Theories"; (12) "Belief in the Potential To Change"; (13) "Holding and Forming Stereotypes"; (14) "How Does It All Begin? Young Children's Theories about Goodness and Badness"; (15) "Kinds of Praise and Criticism: The Origins of Vulnerability"; (16) "Praising Intelligence: More Praise That Backfires"; (17) "Misconceptions about Self-Esteem and about How To Foster It"; (18) "Personality, Motivation, Development, and the Self: Theoretical Reflections"; and (19) "Final Thoughts on Controversial Issues." Information on measures of implicit theories, confidence, and goals is appended. (Contains 369 references.) (KB)

ED 448 914   PS 029 142

Little, Loyd, Ed.
Early Developments, 2000.
SPONS. AGENCY- National Inst. on Early Childhood Development and Education (ED/OERI), Washington, DC.
PUB DATE- 00
NOTE- 62p.; Published three times a year. For 1999 issues, see ED 443 564.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Development; Children; Day Care Centers; Depression (Psychology); Early Childhood Education; Early Experience; *Early Intervention; Family Involvement; Family Programs; Infants; Information Dissemination; Mothers; *Outreach Programs; Parent Child Relationship; Parents; Preschool Teachers; Program Descriptions; Public Policy; *Research Projects; State Regulation; Teacher Student Relationship; *Theory Practice Relationship
IDENTIFIERS- Carolina Abecedarian Project NC; *Day Care Quality; North Carolina; Smart Start NC; State Policy

This document consists of the three 2000 issues of a journal reporting new research in early child development conducted by the Frank Porter Graham Child Development Center at the University of North Carolina at Chapel Hill. Articles in the spring 2000 issue focus on a follow-up study of the Abecedarian Project, children of depressed mothers, child-teacher relationships, and early childhood education program quality. The summer 2000 issue focuses on how North Carolina is making major changes in rating child care centers, the impact of comprehensive community initiatives on child care quality, the relationship between state regulations and child care in four states, and barriers preschool teachers encounter in their work. The winter 2000 issue delineates the core values of the Frank Porter Graham Child Development Center and highlights projects showing the relationships between research and the outreach vision, a holistic approach to outreach, bridging the gap between theory and practice, parent leadership, and making research work more accessible. Each issue also lists recent ensuring developmentally appropriate practice and giving feedback to parents about developmental growth; (2) child development, explaining the underlying theory of principles or content knowledge; (3) interactive experiences, listing the types of experiences that teachers must observe, plan, support, and provide; (4) teaching, including the teacher's role in supporting parents, suggestions for self-evaluation, and suggested readings; (5) parent partnerships, giving examples of school-initiated possibility and parent participation possibility; (6) environments, focusing on providing an environment to meet infants' unique needs; and (7) related curriculum activities plans, called Possibilities Plans, including a concept web, concepts learned, and suggested resources. Activities are included in the following areas: dramatic arts, sensory/arts, curiosity, literacy, music, movement, outdoor, projects, and parent participation. (Contains approximately 150 references.) (KB)

ED 448 932   PS 029 164

Albrecht, Kay; Miller, Linda G.
Innovations: The Comprehensive Toddler Curriculum. A Complete, Interactive Curriculum for Toddlers from 18 to 36 Months.
PUB DATE- 00
NOTE- 674p.; For "The Comprehensive Infant Curriculum," see PS 029 163. Illustrations by Joan Waites; webs by K. Whelan Dery; and photographs by Kay Albrecht, Nancy Alexander, and CLEO Photography.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Caregiver Child Relationship; Child Development; *Curriculum; *Day Care; Developmentally Appropriate Practices; Educational Environment; *Learning Activities; Observation; Parent Participation; Parents as Teachers; *Preschool Education; School Readiness; Self Evaluation (Individuals); Social Development; Student Evaluation; Teacher Role; *Toddlers
IDENTIFIERS- Parent Caregiver Relationship; Semantic Webbing

Based on the view that curricula for young children should involve thinking and planning for everything that can contribute to child development and the teacher's relationship with the child and the family, this book details a comprehensive, interactive curriculum for toddlers 18 to 36 months. Following an introductory chapter presenting the curriculum model and discussing the curriculum planning process, Chapters 2 through 7 each address a major developmental challenge: making the transition to school, making friends, exploring roles, communicating with others, solving problems, and expressing feelings. Within each chapter, the book presents innovations in: (1) observation/assessment, including suggestions for ensuring developmentally appropriate practice and giving feedback to parents about developmental growth; (2) child development, explaining the underlying theory and principles of content knowledge; (3) interactive experiences, listing the types of experiences that teachers must observe, plan, support, and provide; (4) teaching, including the teacher's role in supporting parents, suggestions for self-evaluation, and suggested readings; (5) parent partnerships, giving examples of school-initiated possibilities and parent participation possibilities; (6) environments, focusing on providing an environment to meet toddlers' unique needs; and (7) related curriculum activities plans, called

Emerging Themes: National Inquiry into Rural and Remote Education.
PUB DATE- 00
NOTE- 76p.; For documents related to the National Inquiry into Rural and Remote Education Project, see RC 689-694. Chris Sidoti is the Human Rights Commissioner.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Civil Rights; *Disabilities; Distance Education; Educational Needs; Educational Quality; Elementary Secondary Education; *Equal Education; Foreign Countries; Geographic Isolation; Indigenous Populations; Information Technology; Preschool Education; *Rural Education; *Rural Schools
IDENTIFIERS- *Aboriginal Australians; *Australia; Social Justice

Public consultations had revealed that access to education was a significant concern in rural and remote areas of Australia, particularly in relation to ongoing economic decline. In response, the Australian Human Rights and Equal Opportunity Commission initiated the National Inquiry into Rural and Remote Education. The inquiry took evidence at formal public hearings in the capital cities of every state and territory and at less formal meetings with parents, students, educators, and community members in rural and remote areas of every state and the Northern Territory. The inquiry received 300 written and e-mailed submissions, including one from the government or education department in every state, the Northern Territory, and the Commonwealth. The inquiry also commissioned a survey from the Youth Research Centre at Melbourne University to which 3,128 individuals responded. This report summarizes major concerns raised by the public, drawing on selected quotes that are broadly representative. Following an introduction, chapter 2 describes the numbers, locations, schooling arrangements, and outcomes of rural and remote students. Chapters 3-6 cover the following themes: availability and accessibility of schools, distance education, travel, and financial aid; schooling quality (curriculum, staff, facilities, information technology, and other learning opportunities); students with disabilities (numbers, discrimination, barriers to integration, and some special programs); and Indigenous students (numbers, situation, access, barriers to participation and support, outcomes, Indigenous cultural studies, and Indigenous languages). The final chapter presents an overview of the human rights provisions relevant to rural and remote education. (Contains 14 references.) (TD)

ED 448 951 RC 022 691

An Annotated and Select Bibliography on Rural and Remote Education in Australia.
SPONS. AGENCY- Human Rights and Equal Opportunity Commission, Sydney (Australia).
PUB DATE- 99
NOTE- 22p.; For documents related to the National Inquiry into Rural and Remote Education Project, see RC 689-694.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Access to Education; Annotated Bibliographies; *Disabilities; *Distance Education; Educational Finance; Educational Practices; Educational Technology; Elementary Secondary Education; Equal Education; Foreign Countries; Geographic Isolation; Indigenous Populations; *Limited English

services); and (3) individual training accounts. Opportunities for rural participation in decision making on state and local workforce investments boards are discussed. Eight relevant Web sites are listed. (SV)

ED 448 968 RC 022 737

Howley, Craig; Strange, Marty; Bickel, Robert
Research about School Size and School Performance in Impoverished Communities. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; *Economically Disadvantaged; *Educational Research; Effect Size; Elementary Secondary Education; Interaction; Poverty; *School Size; *Small Schools; *Socioeconomic Influences
IDENTIFIERS- ERIC Digests

Many experts have endorsed small schools as educationally effective, often adding parenthetically that smaller size is especially beneficial for impoverished students. A recent series of studies, the "Matthew Project," bolsters these claims. This digest reviews recent thinking about small school size, describes the Matthew Project studies, and summarizes findings. Summaries of research on school size make various recommendations on optimal size. Researchers and policy analysts most concerned with "community" tend to recommend the smallest schools for everyone; those concerned with student outcomes advise small schools for some communities; and those concerned with inputs recommend larger sizes. From 1966 to 2000, only 22 research reports addressed the interaction of school size and poverty as a major concern, although poverty typically has a strong negative influence on achievement. The Matthew Project is based on the work of N. Friedkin and J. Necochea (1988), who found that school performance benefited from smaller school size in impoverished California communities and from larger school size in affluent communities. A 1996 replication using West Virginia data found similar results. The Matthew Project pursued the issue in Ohio, Texas, Georgia, and Montana and found remarkably strong and consistent equity effects of size. Across states, the relationship between achievement and socioeconomic status was substantially weaker in smaller schools than larger schools. Findings for each state are discussed. (Contains 11 references.) (SV)

ED 448 969 RC 022 742

Advanced Telecommunications in Rural America: The Challenge of Bringing Broadband Service to All Americans.
PUB DATE- 00
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Communications Satellites; Economic Development; Geographic Isolation; Information Technology; *Internet; *Rural Areas; Rural Urban Differences;

elements necessary for a successful tutoring program. Teacher guidelines for developing a peer tutoring program focus on setting goals and learning objectives; criteria for choosing tutoring participants; the tutoring site; scheduling; deciding which subjects will be tutored; considerations related to materials, tutor training, tutoring approaches and strategies, monitoring and feedback, and tutor behavior and responsibilities; and evaluation of program success and tutoring effectiveness. (Contains 36 references and 7 resources.) (SV)

ED 448 985 RC 022 790

Cobb, William H.
Radical Education in the Rural South: Commonwealth College, 1922-1940.
PUB DATE- 00
NOTE- 263p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Activism; *Collective Settlements; Colleges; Educational Practices; Higher Education; *Labor Education; Nontraditional Education; Rural Schools; Social History; *Socialism; Unions; Working Class
IDENTIFIERS- Arkansas; *Commonwealth College; Institutional History; *Radical Education

Commonwealth College was the longest lived and most notorious of the resident labor colleges operating during the 1920s-30s. Founded in 1923 at NewLlano Cooperative Colony in Louisiana, the school was modeled on the self-maintenance characteristics of an abortive pre-war experiment in social education: Ruskin College. Disputes over priorities with NewLlano Colony forced the college to relocate to isolated, rural Polk County, Arkansas, in 1924. Commonwealth's early leaders were dedicated Debsian socialists who were convinced that a different type of education for the new industrial class would result in massive social changes, transforming American capitalism into a utopian cooperative commonwealth. Allegations that the college was teaching communism, atheism, and free love and advocating complete social equality of Blacks and Whites led to an investigation by the Arkansas legislature in 1935. Finally, strident local opposition brought a court action that closed the college in 1940. This book presents the history of Commonwealth's extraordinary group of students and staff and the rich intellectual life they produced on the self-sustaining communal farm in the Arkansas forest. The story of this idealistic experiment provides insights into the failure of Marxism in America. Chapters are: Getting There: From Ruskin and Llano to NewLlano and Reality, 1914-1923; The Odyssey to Arkansas and Dramatis Personae, 1923-1924; College Building, 1924-1928: The Good, the Bad, and the Ugly; From Utopian Isolation to Activist Isolation, 1928-1931: The End of the Zeuch Era; On Being a Commoner; A Change of Course: Lucien Koch and the "New Commonwealth," 1931-1935; Fatal Attraction: Commonwealth and the STFU Southern Tenant Farmers Union , 1934-1937; and Better Dead than Red: 1937-1940. (Contains extensive references, an index, and photographs.) (SV)

ED 448 986 RC 022 791

Carroll, James T.
Seeds of Faith: Catholic Indian Boarding Schools. Native Americans: Interdisciplinary Perspectives--A Garland Series.

ED 449 006 SE 064 167

de Camilloni, Alicia W.; Fernandez, Marcela; Zadunaisky, Diana
Reform Process in the University of Buenos Aires: Perspective of the Professional Fields of Engineering.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Chemical Engineering; Cooperation; *Curriculum Development; *Educational Change; Foreign Countries; Higher Education; Interdisciplinary Approach; Technology
IDENTIFIERS- Brazil

The University of Buenos Aires (UBA) is committed to a reform process which involves, among others, the curricular axis. The work described in this paper is part of the activities specially concerned with the studies of engineering. Seventy-five professionals were invited to discuss new possible patterns for the perspective of the professional fields of engineering, suitable to redesign the structures and contents of the engineering university programs. To accomplish this goal, the Secretary of Academic Affairs of the UBA organized a series of meetings based on the construction of future scenarios, not only the possible ones but also, the desired ones. The recommendations that derived from this work are a very important contribution to the curriculum reform in engineering, as they are the result of a variety of professional experiences and points of view on the present and future needs of the work market for engineers. This paper summarizes the main ideas that were discussed. It is remarkable that in spite of the very heterogeneous characteristics of the participants, many coincidences were found. This material can be taken as a real basis for curricular reform in engineering university studies. (Author)

ED 449 007 SE 064 169

de Lucena, Carlos J. P.; Fuks, Hugo; Milidiu, Ruy; Macedo, Lucas; Santos, Neide; Laufer, Carlos; Blois, Marcelo; Fontoura, Marcus; Chorena, Ricardo; Crespo, Sergio; Torres, Viviane; Daflon, Leandro; Lukowiecki, Leticia
AulaNet TM --An Environment for the Development and Maintenance of Courses on the Web.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; Foreign Countries; Higher Education; *Information Technology; Learning Processes; *World Wide Web
IDENTIFIERS- Brazil; Conceptual Frameworks

As yet, there are no specialists in the application of information technology to education and training. However, this is one of the fastest growing areas on the Internet due to the recent perception of the enormous potential for the use of Web resources for this purpose. This has attracted the attention of to continue a discourse on what diversity and equity goals the mathematics and science education communities are pursuing, since goals strongly affect both research directions and methods. This opening section ends by discussing improved research methods and the need for better dissemination of existing research. The second part of chapter 2 gives a broader overview of future research directions by presenting the Forum's three keynote speeches. Kent McGuire and Judith Sunley, director of the Office of Educational Research and Improvement (OERI) and interim director of the National Science Foundation's (NSF) Education and Human Resources Directorate respectively, launched the Forum by advancing a "big-picture" perspective of the need for future research and describing how OERI and NSF programs are addressing them. Drawing upon his decades of experience, closing speaker Edmund Gordon from Yale University and the Education Testing Service (ETS) provided a historical perspective that should affect future research directions. Chapter 3 contains short papers written by each of the Forum's nine major speakers who served on three panels. The brief papers emphasize future research directions and are derived from the advanced papers these speakers wrote for the Forum. The longer papers address the issues of "What do we know?" and "What do we need to know?" The papers in chapter 3 are presented in the order of their presentation at the Forum. After each panel's papers, the chapter includes the remarks of another expert who served as a discussant. Chapter 4 begins with a short summary of Forum participant comments. Each participant was asked to write a 10-minute "think piece" during each of 3 small group discussions. The summary incorporates numerous illustrative quotes from these think pieces. The second part of chapter 4 consists of remarks made at the Forum's closing session by six participants who served as "reporters" for the small group discussions. (Contains 36 references.) (ASK)

ED 449 031 SE 064 486

Nous, Albert P.
Assessing Environmental Impact: A Secondary School Learning Activity
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Environmental Influences; *Lesson Plans; Science Activities; Science Instruction; Secondary Education; Teaching Methods
IDENTIFIERS- *Environmental Impact Reports

This packet contains information on teaching about environmental impact. Background information is included on the role of environmental impact on our society and environmental risk is also discussed. Environmental impacts are studied using Stages of Assessment. Learning activities and seven lesson plans include: (1) "The Community Initiative"; (2) "Call Out the Engineers"; (3) "The Business Meeting"; (4) "What Is the Environment?"; (5) "How Great Is It?"; (6) "How Important Is It?"; and (7) "One Voice, One Vote." Each lesson plan contains an introduction to the activity, an objective, student materials, suggested procedures, and worksheets/tables needed to complete the lesson. (SAH)

ED 449 032 SE 064 487

ED 449 054 SO 032 036

Wydenes, Jacob Oostwoud
Arts Education: Mutual Influences of Learning To Know and Learning To Do.
PUB DATE- 99
NOTE- 8p.; Paper presented at the World Congress of the International Society for Education through Art (InSEA) (30th, Brisbane, Australia, September 21-26, 1999). Funded by the Australia Council for the Arts.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Activities; *Art Education; Educational History; Elementary Secondary Education; Foreign Countries; Theory Practice Relationship
IDENTIFIERS- *Netherlands; UNESCO

This paper seeks to bridge two United Nations Educational, Scientific, and Cultural Organization (UNESCO) themes in education: learning to know and learning to do. The paper discusses the place of each theme in art education, interpretting "learning to know" as art's reflective component and "learning to do" as art's productive component. It provides a short history of productive and reflective art education in the Netherlands and furnishes a comparison of concepts in the Netherlands. Through a theory and practice notion, the paper constructs a new classification for arts education. (Contains 3 figures and 15 references.) (BT)

ED 449 055 SO 032 037

O'Shea, Marius Paul
A Sociocultural Analysis of Spatial Representation in Drawings by Singaporean Children.
PUB DATE- 99
NOTE- 7p.; Paper presented at the World Congress of the International Society for Education through Art (InSEA) (30th, Brisbane, Australia, September 21-26, 1999). Funded by the Australia Council for the Arts.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Art; Comparative Analysis; Foreign Countries; *Freehand Drawing; Secondary Education; *Sociocultural Patterns
IDENTIFIERS- *Singapore

Drawings on a set subject by Singaporean children were analyzed for correspondence with, or deviation from, the 14 categories used by Elliot Eisner in his 1967 study "A Comparison of the Developmental Drawing Characteristics of Culturally Advantaged and Culturally Disadvantaged Children." Masami Toku's 20 Categories of Spatial Treatment in Children's Drawings was also applied. The study sought to ascertain the incidence and type(s) of universal schema and the possible presence of any localized sociocultural influences. Data were gathered from a 200-strong sample of Secondary Two students (average age was 14) at a Singapore single-sex (boys) autonomous state school, which admits students of above-average academic ranking. The majority of the students were ethnically Chinese, with ethnically Malay and Indian also represented. Students were

PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Archaeology; *Curriculum Development; Foreign Countries; *Historic Sites; Intermediate Grades; *Maya (People); Reading Motivation; Social Studies; Student Motivation
IDENTIFIERS- Central America; Fulbright Hays Seminars Abroad Program; Guatemala; *Historical Fiction; *Mayan Civilization; Spanish History

This curriculum unit takes the form of historical fiction, an original story for middle school students which revolves around the 16th-century Spanish conquest of Guatemala and the Mayan people. Incorporated into the story are many of the Mayan sites, ruins, geography, culture, legends, historical characters, and cities. The climax is set at the world heritage archaeological national park, Tikal. Includes only 5 of the unit's 11 total chapters. (BT)

ED 449 077 SO 032 442

Myers, Erin
Celebrating Mexico. Fulbright-Hays Summer Seminars Abroad Program, 2000 (Mexico and Guatemala).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 34p.; Because of faint type, several pages of the document may not be reproducible.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Art Activities; *Curriculum Development; Elementary Education; Foreign Countries; *Social Studies
IDENTIFIERS- Celebrations; *Dia de los Muertos; Fulbright Hays Seminars Abroad Program; Historical Background; Mexican Arts; *Mexican Culture; Mexico

This curriculum unit introduces students in grades K-8 to an important Mexican holiday, the Day of the Dead (November 2). The unit provides an overview of the celebration and is divided into two lessons: (1) "Classroom Altar" (with seven typical art and food preparation activities); and (2) "Day of the Dead Procession" (with five arts and crafts activities). Each activity gives complete step-by-step instructions on how to make the arts and crafts and how to prepare the food, including time allotment, materials needed, anticipatory set, procedure, and resources. (BT)

ED 449 078 SO 032 443

Suchenski, Michelle
Mayan Indigenous Society in Guatemala and Mexico: A Thematic Integrated Unit on the Contributions of the Maya Both Past and Present. Fulbright-Hays Summer Seminars Abroad Program, 2000 (Mexico and Guatemala).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

the new global history curriculum and the attendant tenth grade New York Regents examination. It compares the messages broadcast by the new state curriculum and assessment policies with individual interview data collected from ninth and tenth grade New York state global history teachers, expressing differences between the state's and teachers' views in a set of three tensions: (1) major changes v. minor changes in teachers' classroom practices; (2) more ambitious v. more traditional teaching and learning; and (3) clear policy direction v. ambiguity. The study asks the following questions of the relationship between teacher learning and state-level testing: (1) In what ways are tests and test results used in classrooms, schools, and the districts; (2) What do the proposed changes in state-level tests mean for teachers and learners; (3) How are teachers being prepared to respond to the new state assessments; and (4) What challenges do teachers anticipate in moving toward new state assessments? The study draws on both focus group and individual interviews. The individual interview sample includes 16 male and female teachers, from a total of 13 schools, with various years of teaching experience, teaching locations, and grade assignments. (Contains 7 notes, a table, and 29 references; appended is a sample teacher interview.) (BB)

ED 449 100 SO 032 488

Strengthening the U.S. Government's Leadership in Promoting International Education: A Discussion Paper.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Global Approach; *Government Role; International Cooperation; *International Education; International Relations; *Leadership; Public Policy
IDENTIFIERS- Educational Issues; Global Networks

To continue to compete successfully in the global economy, play a leadership role in the world, and enhance national security, the United States must ensure that its citizens develop a broad understanding of the world, including other languages and cultures. This paper intends to stimulate discussion among senior federal policymakers and interested organizations about how the federal government and other organizations in the field of international education can best raise awareness on the importance of international education, encourage increased investments in international education, and identify and disseminate best practices in international education. After describing efforts made since the signing of President Clinton's international education policy directive in April 2000, the paper proposes a road map for future work in the directive's 10 core areas: (1) increasing and diversifying study and internship abroad; (2) attracting foreign students and scholars to the United States; (3) addressing obstacles to exchange; (4) supporting the development of international awareness, knowledge, and skills in classrooms and campuses; (5) coordinating and supporting U.S. government-sponsored agencies; (6) developing comparative information on educational performance and practice and sharing expertise with other countries; (7) strengthening cross-national academic partnerships; (8) building international expertise in U.S. institutions; (9) promoting the wise use of technology for international education; and (10) ensuring that results are measured and reported in conformance with Government

Texas' Educator Preparation Improvement Initiative (EPII): A Retrospective.
PUB DATE- 00
NOTE- 16p.; Title page title varies.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Elementary Secondary Education; Higher Education; *Peer Teaching; *Preservice Teacher Education; *Program Evaluation; Self Evaluation (Groups); State Standards; *Technical Assistance
IDENTIFIERS- Peer Support; *Texas

This paper describes the development of the Texas Educator Preparation Improvement Initiative (EPII), a program evaluation process for teacher preparation entities that involved a peer technical assistance program. Planners ensured that: all recommendations would be devoid of punitive measures; assistance would only be provided if requested by the entity; and participating educational groups understood that they could expect no financial reimbursement from the state. EPII's goal was to develop a system of peer assistance provided by and for all teacher preparation programs to help them attain and maintain appropriate performance levels by their students, as evidenced by multiple indicators. This involved creating: a resource manual, a clearinghouse to disseminate information, a cadre of peer assistants to help in the self-improvement process, and staff development programs. EPII staff sponsored a training institute for EPII council members and colleagues to become peer assistants. Visitation teams made periodic site visits, talking to staff and students, and they wrote the technical assistance reports. Funding for the EPII program ceased in February 2000. The initiative had accomplished its purpose of providing technical assistance to all Texas teacher preparation programs and continuous improvement through peer assistance. (SM)

ED 449 123 SP 039 673

Kneese, Carolyn
Teaching in Year-Round Schools. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Improvement; Educational Quality; Elementary Secondary Education; *School Schedules; Teacher Salaries; Teaching Conditions; Teaching (Occupation); *Year Round Schools
IDENTIFIERS- ERIC Digests; Professionalism

The year-round calendar is an increasingly popular alternative to the traditional 9-month school calendar. This digest examines the benefits and challenges of teaching in year-round schools. Year-round schools may be on a single-track or multi-track schedule. Single-track schedules call for an instructional year of 180 days with short breaks interspersed throughout. Multi-track schedules stagger the instructional and vacation/intercession periods of each track throughout the entire year, so some students are receiving instruction while during secondary school. A model of collaborative research is presented. There are four sections with 10 chapters. Section 1, "Student Learning Partners," includes (1) "How Do Students Respond to Science Instruction? Four Case Studies." Section 2, "Classroom Learning Partners," includes (2) "Making Science Accessible to All Students," (3) "Making Thinking Visible," (4) "Helping Students Learn from Each Other," and (5) "Promoting Autonomy for Lifelong Science Learning." Section 3, "Student Learning Partners Revisited," includes (6) "Science Learning Partners and Science Inquiry in High School" (7) "Building on Middle School Science in High School." Section 4, "New Design Partnerships," includes (8) "Planning for Technology in Education," (9) "Partnerships for Professional Development," and (10) "Outcomes and Opportunities." A CD-ROM is included. A videotape is also available. Two appendixes offer student interviews and the CD-ROM table of contents. (Contains approximately 195 references.) (SM)

ED 449 143 SP 039 720

Baker, Frederick J.; Giacchino-Baker, Rosalie
Building an International Student Teaching Program: A California/Mexico Experience.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; *Diversity (Student); Elementary Secondary Education; English (Second Language); Foreign Countries; Higher Education; *International Programs; Partnerships in Education; Preservice Teacher Education; Student Teachers; *Student Teaching
IDENTIFIERS- *California; *Mexico

This paper describes the first year of an international student teaching project conducted in Mexicali, Mexico, which was successful in helping U.S. participants develop cultural understanding and critical teaching skills needed to work with English learners. The first part of the paper discusses the history of international student teaching and describes common program features. The paper goes on to describe the uniqueness of the Mexicali Program, then explains how project coordinators from California State University San Bernardino and California State Polytechnic University Pomona: (1) selected and prepared three California credential candidates to student teach in Mexico; (2) established and maintained partnerships with Mexican educators at the Centro de Ensenaza Tecnica y Superior, Mexicali, Mexico; (3) documented program effectiveness; and (4) established guidelines for organizing future international field experiences. The paper concludes that international student teaching options should be available through more teacher education programs because of their potential for preparing new teachers to work in multicultural classrooms. (Contains 11 references.) (SM)

ED 449 144 SP 039 721

Bond, Lloyd; Smith, Tracy; Baker, Wanda K.
Preliminary Analysis Report: Construct Validity Study of the National Board for Professional Teaching Standards.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00

in "Current Index to Journals in Education." (CIJE). For descriptions of articles in Volume 8, see TM 522 614-622, TM 522 947-963, TM 523 139-152, and TM 523 216-222 (CIJE0. The Associate Editor for Spanish Language is Roberto Rodriguez Gomez.
LANGUAGE- English; Spanish
EDRS Price- MF07/PC40 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Court Litigation; Educational Change; Educational Finance; *Educational Policy; Educational Research; Elementary Secondary Education; Equal Education; *Faculty Development; Foreign Countries; Higher Education; Low Income Groups; Rural Schools; Sex Differences; *State Standards; *Student Evaluation; Tax Credits; *Teacher Effectiveness; Teacher Salaries; Testing Programs; User Needs (Information)
IDENTIFIERS- Arizona; *ERIC; Texas; Uruguay

This document consists of the 2000 edition of the "Education Policy Analysis Archives." The papers include: (1) "Teacher Quality and Student Achievement: A Review of State Policy Evidence" (Linda Darling-Hammond); (2) "America Y2K: The Obsolescence of Educational Reforms" (Sherman Dorn); (3) "Forces for Change in Mathematics Education: The Case of TIMSS" (Donald S. Macnab); (4) "The Influence of Scale on School Performance: A Multi-Level Extension of the Matthew Principle" (Robert Bickel and Craig Howley); (5) "Student Assessment as a Political Construction: The Case of Uruguay" (Luis Benveniste); (6) "Implementation of the Kentucky Nongraded Primary Program" (Patricia J. Kannapel, Lola Aagaard, Pamelia Coe, and Cynthia A. Reeves); (7) "Should Achievement Tests Be Used To Judge School Quality?" (Scott C. Bauer); (8) "What Do Test Scores in Texas Tell Us?" (Stephen P. Klein, Laura S. Hamilton, Daniel F. McCaffrey, and Brian M. Stecher); (9) "Apoyo a la Participacion de padres en las escuelas primarias: Un estudio etnografico sobre un grupo latinoamericano en Canada" (Judith K. Bernhard, Marlinda Freire, and Veronica Pacini-Ketchabaw); and (10) "The Use of Logic in Educational Research and Policy Making" (Rick Garlikov). (AA)

ED 449 164   TM 032 242

Lazarte, Alejandro A.
Data Exchange Activities in a Large Introductory Statistics Class: Effects, Limitations, and Possibilities.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (108th, Washington, D.C., August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Higher Education; Information Dissemination; *Interaction; Lecture Method; Performance Factors; *Statistics; *Student Attitudes; *Teacher Student Relationship; *Undergraduate Students
IDENTIFIERS- *Data Generation

This study examined the changes in undergraduate students' attitudes and performance associated with the introduction of activities characterized by data exchange between the lecturer and students in large (up to 100 students) classes of introductory statistics for psychology majors. Participants were 195 undergraduates enrolled in the class during 2 consecutive quarters. The data exchange activities provided a associated with Dimension 5 only in the upper grades. Recommendations are made for evaluating the other dimensions and for examining the practices and qualities associated with Dimensions 1 and 5 with a larger sample. Three appendixes contain the surveys, the items used to measure the practices related to the dimensions, and graphs of survey responses. (Contains 13 tables, 3 figures, 8 graphs, and 18 references.) (SLD)

ED 449 186 TM 032 294

Reichardt, Robert
The State's Role in Supporting Data-Driven Decision-Making: A View of Wyoming.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *Data Analysis; *Decision Making; *Educational Policy; Elementary Secondary Education; Evaluation Methods; Interviews; State Programs
IDENTIFIERS- *Wyoming

This study: (1) examined the role of state policies and programs in facilitating and encouraging the use of data in decision-making at the school and district levels across the state of Wyoming; and (2) identifies ways in which the state can increase and improve the use of data-driven decision-making (DDDM) in districts and schools. The study methodology was a combination of a literature review and semistructured interviews with officials at the state and district levels. Three clear roles for states in DDDM emerge from the literature and the interviews: (1) creating a policy structure to support and encourage DDDM; (2) provision of data; and (3) building capacity to use data. Data must be placed in context to have meaning. One way to do this is to compare results with predetermined expectations such as standards, and another is to compare a school or district with other similar schools or districts. The third source of context is to examine a school's or district's performance over time. Wyoming has an extensive policy structure for supporting DDDM. The state assessment system provides data for schools to discuss, and the accreditation program and its required school improvement plans provide incentives for schools to examine data. Some potential areas for DDDM action are outlined. (Contains 1 figure, 1 table, and 26 references.) Appendix A is an annotated bibliography of DDDM Resources. (SLD)

ED 449 187 TM 032 295

Including Special Needs Students in Standards-Based Reform: A Report on McREL's Diversity Roundtable III (Denver, Colorado, September 14-15, 2000).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Curriculum Development; *Diversity (Student); *Educational Change; Elementary Secondary Education;

Tennessee county per capita income in 1996 and information about the Tennessee performance model. (Contains 11 tables, 9 figures, and 24 references.) (Author/SLD)

ED 449 207   TM 032 352

Graham, James A.; Gangluff, Andrea; Kollock, Kevin; Pizza, Jennifer
Relational Schemas in Children's Friendship Dyads as a Function of Peer Group Status.
PUB DATE- 00
NOTE- 6p.; Paper presented at the Eastern Psychological Association Conference (Baltimore, MD, March 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Students; *Friendship; *Peer Relationship; *Social Status
IDENTIFIERS- *Schema Theory

This study explored relational schemas in children's friendships. A total of 96 children (45 males and 51 females from grades 3, 4, and 5) from an urban elementary school in the northeast participated in both phases of the study. During phase 1, children completed a series of sociometric measures: (1) peer liking nominations; (2) peer disliking nominations; (3) peer ratings; and (4) friendship nominations. During phase 2 (the experimental condition), children completed an achievement motivation measure, engaged in a game task, and responded to a relational impressions questionnaire. Overall, relational schemas and targets' social status (popular, rejected) have an influence on a child's behavior. Generally, response times for children to decide to seek help or not are greatly influenced by relational expectancies (best friend, nonfriend), social status of the child (popular, rejected), and level of achievement motivation. This research highlights the complexity and importance of evaluating the social-cognitive processes, and the function of relational schemas and social status in children's relationships. (Author/SLD)

ED 449 208   TM 032 353

Graham, James A.
Relational Schemas and Friendship Quality in Inner-City School Children.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Elementary Education; *Elementary School Students; *Friendship; Inner City; *Peer Relationship; Pilot Projects; *Social Status; *Urban Youth
IDENTIFIERS- African Americans

This research was a pilot study that evaluated the impact of relationship schemas and the quality of children's friendships in children's person perception. This study extends previous work in this area in three ways by: (1) examining how children integrate multiple types of information to form impressions of others; (2) evaluating the impact of relational schemas (internally represented relationship knowledge) in children's person perception; and (3) correlating children's friendship quality to relational schemas. Fifty African-American children (24 males and 26 females from grades 3 and 4) participated in

KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Factor Analysis; *Psychological Studies; *Psychotherapy; *Research Methodology
IDENTIFIERS- *Exploratory Factor Analysis

Factor analysis is a statistical method of reducing a set number of variables by finding similarities between them. This paper reviews the potential of factor analysis, focusing on exploratory factor analysis, in research on psychotherapy. Within the field of psychotherapy, the use of factor analysis can be classified into three groups. The first group of research studies deals with training and professional issues. Another set of studies has considered process in therapy. The third use of factor analysis in psychotherapy research is in measurement research, by far the largest use of factor analysis in psychotherapy research. Both two-mode factor analysis and higher order factor analysis can be used in psychotherapy research. Factor analysis is a valuable research tool that can reduce the object of interest to more manageable and parsimonious terms. (Contains 35 references.) (SLD)

ED 449 231 TM 032 376

Smith, Tracy D.; McMillan, Bradley F.
A Primer of Model Fit Indices in Structural Equation Modeling.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chi Square; *Goodness of Fit; *Structural Equation Models

This paper reviews the theoretical background, optimal levels, strengths, weaknesses, and additional considerations of the most frequently used structural equation modeling (SEM) fit statistics in an effort to enable researchers to make better, more informative judgments regarding their models. Fit indices evaluate model fit for the data being examined. Models demonstrate overall fit and the local fit of individual parameters. Some of the commonly used fit indices discussed are: (1) chi squared; (2) goodness of fit and adjusted goodness of fit indices; (3) normed fit and nonnormed fit; (4) comparative fit index; and (5) root mean square error of approximation. Researchers using SEM must determine whether they are interested in testing the null hypothesis, absolute fit, or incremental fit, and they should be aware of the shortcomings of different fit statistics and how the model may lessen the applicability of specific fit statistics. (SLD)

ED 449 232 TM 032 377

Capraro, Robert M.
Commonality and the Common Man: Understanding Variance Contributions to Overall Canonical Correlation Effects.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-

ED 449 252 UD 033 936

Duggan, Terri, Ed.; Holmes, Madelyn, Ed.
Closing the Gap: A Report on the Wingspread Conference "Beyond the Standards Horse Race: Implementation, Assessment, and Accountability--the Keys to Improving Student Achievement" (Racine, Wisconsin, November 2-4, 1999). Special Report.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Spencer Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 92p.; Conference created in collaboration with the Johnson Foundation.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Diversity (Student); Educational Environment; *Educational Improvement; Elementary Secondary Education; Equal Education; Leadership; Principals; School Community Relationship; School Districts; Teachers; Urban Education
IDENTIFIERS- Maryland; State Policy

This report highlights results from the 1999 Wingspread Conference on improving student achievement, a gathering of educators, leaders, and policymakers that opened a dialogue about barriers to full implementation of high standards for all students. Participants discussed five papers that examined these issues from top to bottom--from the perspective of the federal government to that of a school principal. They touched on such subjects as: leadership and the human dimension of reform; the crucial importance of school climate, instruction, and leadership; promoting student achievement at the district level; challenges that lie ahead; and state policy and its implications (diversity, urban needs, politics, and accountability). Participants noted the need to help every student reach high standards, improve educator capacity, enhance accountability and assessment systems, and work on public will and community engagement. The conference papers included in this report are: "Standards-Based Reform and Changing the Metaphor of School: The Principal's Perspective" (Tom Welch); "Challenges of Improving Instruction: A View from the Classroom" (Deborah Loewenberg Ball and David K. Cohen); "Finishing the Race: A District Perspective of Standards-Based Reform" (Vicki L. Phillips); "Looking Back at a Decade of Reform: The Maryland Standards Story" (Nancy S. Grasmick); and "Implementing Standards-Based Reform: Challenges for State Policy" (Margaret E. Goertz). (SM)

ED 449 253 UD 033 937

Sullivan, Ashley F.
Hunger in the United States: A Summary of Recent Studies on Hunger and Emergency Food Demand.
PUB DATE- 00
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Children; Family Problems; Homeless People; *Hunger; *Poverty; Research Reports; State Programs; Urban Problems; Welfare Recipients
IDENTIFIERS- Emergencies; *Food Security; Food Supply; State

other instructions. When available, the name of a contact person associated with the resource is given. Following the basic citation is a descriptive annotation, which includes an overview of the resource and, in some cases, a brief list of some of the contents. Within each section of the book, entries are listed alphabetically by entry name, with one exception. If standards are available, the standard is listed first with alphabetical entries following. Includes site and subject indexes. (Further updates can be found on the Libraries Unlimited Web site.) (AEF)

ED 448 777 IR 057 934

Kearney, Carol A.
Curriculum Partner: Redefining the Role of the Library Media Specialist. Greenwood Professional Guides in School Librarianship.
PUB DATE- 00
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperative Planning; Curriculum Development; Elementary Secondary Education; Leadership; Learning Resources Centers; *Librarian Teacher Cooperation; Library Development; *Library Role; *Media Specialists; Partnerships in Education; *School Libraries

This book is designed to help school library media specialists fulfill their role as curriculum partner with teachers and administrators in the collaborative development, implementation, and assessment of the instructional program. Current theory and research, practical experiences of over 40 library media specialists, and step-by-step instructions can assist both the new and experienced school library media specialist to function as a full curriculum partner. Chapters on leadership, change, and vision present the current models of leadership and explain the importance of being proactive, initiating change, and creating a vision for the school library media center as the center of learning that others in the school will support. Suggestions for building a relationship with the principal and teachers, implementing flexible scheduling, and creating advisory groups and library advocates are presented, along with techniques for successful staff development. Collaborative planning, implementation, and assessment of instructional plans (including special focus on technology, interdisciplinary curriculum, cooperative learning, and learning styles), complete with examples from all types of schools and grade levels, are provided. Chapters are: (1) The Library Media Specialist: Redefining Leadership; (2) A Partnership with the Principal: Redefining Support for the Library Media Program; (3) The Change Process: Redefining the Library Media Program; (4) Vision, Mission, Goals, and Objectives: Redefining Planning; (5) Collaborative Planning: Redefining a Partnership with Teachers; (6) Program Implementation and Assessment: Redefining the Instructional Program; (7) Staff Development: Redefining Opportunities for Learning; and (8) Advocacy: Redefining a Community of Supporters. Includes an index. (Contains 131 references.) (AEF)

ED 448 778 IR 057 935

date (12th class day) in semester-length courses, and the CBM Graduation Report, which records graduates for the academic year. Researchers used student identification numbers to track student migration, categorizing students from 1998 according to whether, in 1999, they enrolled in the same institution; other public community or technical colleges; other public senior college or university; concurrently enrolled in two or more postsecondary institutions (neither of which was the original 1998 institution); or could not be identified through Coordination Board student record files in fall 1999. Tables summarizing results for each institution are included, separating students into categories by program (academic, technical, and tech-prep), gender and ethnicity. (PGS)

ED 448 796   JC 010 066

Retention Patterns of NVCC First-Time Students by Selected Characteristics.
PUB DATE- 00
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *College Freshmen; Community Colleges; Enrollment; *Predictor Variables; *School Holding Power; Student Educational Objectives; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Northern Virginia Community College

This Northern Virginia Community College (NVCC) report examines patterns of fall to spring retention rates of first-time students. The report is divided into five sections: (1) retention rates analyzed by students' educational objectives; (2) retention rates by program placement and award type; (3) retention rates of three cohorts of students: first-time students from fall semester 1996, 1997, and 1998; (4) retention rates of cohorts analyzed by enrollment status; and (5) retention rates of students analyzed by time of attendance (day and/or night). Several retention patterns emerged: students who were 21 years of age or younger, those enrolled full-time, and students who attended both day and night classes had a higher probability of returning to NVCC. Similarly, students who indicated that their academic goal was to transfer to a four-year institution or to earn a degree had higher retention rate than students who indicated that their educational objective was to advance in their current job. Students who were program placed during their first semester and/or intended to be at NVCC for three to four semesters had higher retention rates. (Contains 43 tables and 8 figures.) (JA)

ED 448 797   JC 010 067

Bashford, Joanne
Performance Based Budgeting Update. Information Capsule.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgets; Community Colleges; *Educational Finance; Outcomes of Education; Resource Allocation; School Effectiveness; *School Funds; *State Aid; Two Year Colleges
IDENTIFIERS- *Miami Dade Community College FL

The report shows the performance of Miami-Dade Community College

PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Cooperative Education; *Fused Curriculum; *Instructional Effectiveness; *Integrated Curriculum; Job Training; Learning Strategies; Partnerships in Education; *Problem Based Learning; Progressive Education; School Surveys; Teacher Collaboration; Teaching Methods; Two Year Colleges
IDENTIFIERS- Dewey (John)

This document describes a case study of seven community colleges that used curriculum and pedagogy to integrate academic and occupational education. Integration is accomplished by linking or clustering courses, infusing academic instruction into occupational education or vice versa, or adding components such as authentic assessment, career exploration, and work-based learning to traditional career-related education. An unanticipated finding was that only a small number of community colleges (at least in the four states targeted) actually offered courses that integrated academic and occupational curriculum. Benefits of integrated instruction included: (1) increased student motivation; (2) a greater sense of mutual support and community through linked courses; (3) interactions with different faculty offset the problem of increased faculty workload; (4) faculty improved their teaching skills and their awareness of other disciplines; and (5) integrated instruction may stimulate an updating of curriculum and help local employers to form relationships with the college. Obstacles included: (1) faculty resistance to change, or to academic-occupational integration in particular; (2) increased faculty workload; (3) a perception that integrated instruction reduced educational quality; (4) conflict in the standards or perceptions of faculty members in linked-course models; (5) questionable transferability of integrated courses. (PGS)

ED 448 818 JC 010 089

Transfer Student Performance Report, Spring 1999.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *College Transfer Students; Community Colleges; Educational Assessment; *Followup Studies; *Grade Point Average; Higher Education; Outcomes of Education
IDENTIFIERS- *Austin Community College TX; Southwest Texas State University; Texas A and M University; University of Texas Austin

This report examines the performance of students transferring from Austin Community College (ACC) (Texas) to one of three four-year institutions: the University of Texas (UT) at Austin, Southwest Texas State University (SWTSU), and Texas A&M University (TAMU) in College Station. The majority of ACC students (63%) transfer to UT. On average, the students do well there in their first semester. Those entering UT in 1996 earned a first fall semester overall average GPA of 2.78 on a four-point grading scale. Students performed better in English and foreign languages than in social sciences, math, and science. Compared with all transfer students at UT, ACC students this paper explores the concept of formal guarantees as they pertain to higher education instruction. Finally, possible drawbacks to moving toward a customer-oriented view of higher education as it pertains to guaranteeing student satisfaction are addressed, with remarks regarding future directions and applications of this paradigm. A commonly cited concern of many administrators and faculty is the "customer is always right" attitude that they fear will creep into higher education, whereby the faculty will be pressured to give better grades in order to satisfy their "customers." The concept of guaranteeing student satisfaction, for better or worse, seems to be finding its place in higher education. Some feel that guarantees will help create a system with better expectations and more defined standards, and will make the colleges more marketable. However, such guarantees could also diminish the academic integrity of the institutions. Contains 17 references. (JA)

ED 448 839 JC 010 117

Los Angeles City College State of the College Report, Spring 2000.
PUB DATE- 00
NOTE- 13p.; For the 1999 report, see ED 428 810.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; College Role; Community Colleges; Educational Finance; Institutional Characteristics; Institutional Evaluation; *Organizational Objectives; Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *Los Angeles City College CA

This report is the sixth general report from the President's Office to the Los Angeles City College (LACC) (California) community. It records new developments along with continuing progress on projects and activities included in the seven planning goals from the Educational Master Plan 1995-2001. Derived from the Vision statement, each goal identifies specific outcomes by which the college can measure its progress in realizing this vision. College activities related to the following seven goals are reported: foster educational excellence to fulfill the college's primary mission; improve communication among all campus units; transform LACC into an "electronic campus"; improve the physical environment and increase security and safety; create a campus culture that promotes diversity and fosters collaboration and self-respect among all members of the college community; establish clear lines of accountability; and strengthen college/community collaboration. The Office of Admissions and Records expedited the admissions process and enhanced communication with special programs by identifying a specific staff member as the contact person for each program. The 2000-2001 Operations Plan was submitted as a balanced budget using the preliminary allocation of $40,237,457. This represented a 9.4% increase over the preliminary operating budget for last year and a 2.3% increase over the current year's final operating budget. (JA)

ED 448 840 JC 010 118

Ross, Jeffrey
My ENG 102 Class Has Gone to HEC: Creating the Hybrid Electronic Course.
PUB DATE- 00
NOTE- 8p.; Paper presented to the Central Arizona College Special Task Force for On-line Courses (August 28, 2000).

ED 448 859   PS 029 070

Gandini, Lella, Ed.; Edwards, Carolyn Pope, Ed.
Bambini: The Italian Approach to Infant/Toddler Care. Early Childhood Education Series.
PUB DATE- 01
NOTE- 256p.; Foreword by Robert N. Emde.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Caregiver Child Relationship; *Day Care; Delivery Systems; Documentation; Family School Relationship; Foreign Countries; Inclusive Schools; *Infant Care; *Infants; Preschool Curriculum; *Preschool Education; Professional Development; Program Descriptions; Public Policy; *Reggio Emilia Approach; Student Evaluation; Teacher Administrator Relationship; *Toddlers
IDENTIFIERS- Historical Background; *Italy; Parent Caregiver Relationship; Special Needs Children; United States

This book describes Italian experiences in providing early care and education, focusing on four cities--Milan, Parma, Reggio Emilia, and Pistoia--with outstanding city-run systems designed to serve children under 3 and their families. The book considers specific strategies or practices used, and interprets the significance of the Italian innovations for American early childhood practice. Following an introduction on the historical context of Italian early care and questions addressed by the book, the chapters are: (1) "Infant Care in the United States and How the Italian Experience Can Help" (J. Ronald Lally); (2) "Infant-Toddler Centers in Italy Today: Tradition and Innovation" (Susanna Mantovani); (3) "Change in Italian National Policy for Children 0-3 Years Old and Their Families: Advocacy and Responsibility" (Patrizia Ghedini); (4) "Reggio Emilia: The Image of the Child and the Child's Environment as a Fundamental Principle" (Carlina Rinaldi); (5) "Reggio Emilia: Experiencing Life in an Infant-Toddler Center. Interview with Cristina Bondavalli" (Lella Gandini); (6) "Milan: Meeting New Kinds of Family Needs" (Susanna Mantovani); (7) "Parma: Supporting the Work of Teachers through Professional Development, Organization, and Administrative Support" (Nice Terzi and Marialuisa Cantarelli); (8) "Pistoia: Creating a Dynamic, Open System To Serve Children, Families, and Community" (Annalia Galardini and Donatella Giovannini); (9) "'Inserimento': A Strategy for Delicately Beginning Relationships and Communications" (Chiara Bove); (10) "Two Reflections about Documentation" (Lella Gandini and Jeanne Goldhaber); (11) "Traces of Childhood: A Child's Diary" (Donatella Giovannini); (12) "Inclusion: Dario's Story" (Gabri Magrini and Lella Gandini); (13) "Knowing and Learning in an Educational Context: A Study in the Infant-Toddler Centers of the City of Pistoia" (Tullia Musatti and Susanna Mayer); (14) "Research as a Partnership for Learning Together: Studying the Growth of Relationships Inside the Nido" (Carolyn Pope Edwards and Lella Gandini); (15) "'Quando c'e' Figli' (When There Are Children): Observations on Italian Early Childhood" (Rebecca S. New); and (16) "Conclusions for Now, Questions and Directions for the Future" (Carolyn Pope Edwards and Lella Gandini). Most chapters contain references. (KB)

ED 448 860   PS 029 076

Williams, James H.; Leherr, Kay
Children's Health and Nutrition as Educational Issues: A Case Study of the Ghana Partnership for Child Development's

This paper is one of several intended to consider early childhood care and education within the context of Canada's National Children's Agenda. The paper takes the position that a blended, coherent system of early childhood development programs incorporating child care, early childhood education, and family support services should be available in every community. The current array of policies and programs in Canada is examined, and options are considered for developing the proposed system of early child development programs. The paper is organized into five sections: (1) an introduction to early child development programs; (2) the roots of early child development programs in Canada; (3) a description of existing early child development programs; (4) a discussion of dominant public policy directions; and (5) a proposed agenda for creating a system of early child development in Canada. (Contains 53 references.) (EV)

ED 448 880 PS 029 105

Stemmler, Peggy; Naimark, Dana Wolfe
Make Kids Count: Closing the Gap in Children's Health Coverage.
PUB DATE- 00
NOTE- 54p.; The Murphy Memorial, a fund of St. Luke's Charitable Health Trust, provided financial support.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; Child Health; *Children; Health Care Costs; *Health Insurance; Health Programs; Health Services; Program Effectiveness; State Federal Aid; *State Programs; Trend Analysis
IDENTIFIERS- *Arizona; *Childrens Health Insurance Program

The Children's Health Insurance Program (CHIP) in Arizona is called KidsCare. This report provides a portrait of children's health coverage in the state after a year of operation of KidsCare. Following an executive summary, the first section of the report presents overall statistics and trends in children's health coverage. The second section explores issues in employment-based health insurance, and the third section describes existing publicly-funded health care services for children in Arizona. Finally, the fourth section identifies the continuing gaps in children's health coverage (system gaps, population gaps, and service/coverage gaps) and provides recommendations to help close those gaps and reduce the number of uninsured children. A few of the recommendations are: (1) work to fully enroll eligible children in the available programs; (2) offer premium subsidies to families; and (3) maximize state health dollars by leveraging federal money to fund health coverage. (Contains 41 endnotes.) (EV)

ED 448 881 PS 029 106

Sharman, Phil, Ed.
Child Support Report, 2000.
SPONS. AGENCY- Administration for Children and Families (DHHS), Washington, DC.
PUB DATE- 00
NOTE- 99p.; For 1999 reports, see ED 436 312.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Agency Cooperation; *Child Support; *Child Welfare; Children; Divorce; *Fathers; Federal Legislation; Migration; Parent Child Relationship; Parent Responsibility; Parents;

adoption practice, public policy, and future research are explored. (Contains 152 references.) (HTH)

ED 448 898   PS 029 123

Promoting Literacy Growth in Young Children. The First Steps Series. Videotape .
PUB DATE- 99
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Beginning Reading; Beginning Writing; *Emergent Literacy; *Family Environment; Parent Education; *Parent Role; Reading Aloud to Others; Videotape Recordings
IDENTIFIERS- Environmental Print; Print Awareness

Children's capacity for learning to read and write at school is directly linked to the experiences children have at home with language, books, and writing. This videotape shows how parents can provide a home environment that promotes literacy growth for their children. The 25-minute video first highlights the elements of a literacy-rich environment: reading aloud to children, talking to them, providing opportunities for writing activities, and modeling reading. The video then emphasizes the importance of reading aloud to children, from reciting nursery rhymes to infants, to exploring picture books, to reading aloud even through primary grades. Benefits of reading aloud are highlighted: enriched oral language skills and vocabulary, exposure to book language and to print conventions, a love of reading, awareness of sound-symbol relationships, and confidence from exposure to stories beyond the child's familiar life. The video then explores additional ways parents can foster early literacy: visiting the library and selecting a book; providing a special place at home to keep library books; asking questions and offering comments before, during, and after reading aloud; engaging in creative activities after reading; and providing opportunities and activities for children to begin the developmental process of learning to write. (HTH)

ED 448 899   PS 029 124

Zill, Nicholas; West, Jerry
Entering Kindergarten: A Portrait of American Children When They Begin School. Findings from the Condition of Education, 2000.
PUB DATE- 01
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Differences; *At Risk Persons; Child Health; Family Environment; High Risk Students; *Kindergarten; *Kindergarten Children; *Knowledge Level; Learning Readiness; Longitudinal Studies; Primary Education; *School Readiness; Sex Differences; Student Attitudes; Student Behavior
IDENTIFIERS- Early Childhood Longitudinal Survey

With the launch of the U.S. Department of Education's Early Childhood Longitudinal Study, Kindergarten Class of 1998-99, measures of knowledge, skills, health, and behavior of a large and nationally representative sample of American Kindergartners publications by researchers at the Frank Porter Graham Child Development Center. (KB)

ED 448 915 PS 029 143

Guralnick, Michael J., Ed.
Early Childhood Inclusion: Focus on Change.
PUB DATE- 01
NOTE- 572p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attitudes toward Disabilities; *Change Strategies; Compliance (Legal); *Disabilities; *Early Childhood Education; Educational Change; *Inclusive Schools; Interpersonal Competence; Mainstreaming; Peer Relationship; Public Policy; *Young Children
IDENTIFIERS- Project Head Start

Early childhood inclusion is a field characterized by a philosophy and practice that encourages full participation of children with disabilities and their families in everyday activities with their typically developing peers. Noting that success in inclusion endeavors requires substantial changes in the way our society thinks, feels, and acts, this book is intended to increase awareness of the need for such change and to serve as a catalyst for progress. The book identifies factors influencing the various goals of inclusion, examines barriers to change, and proposes directions for effective change. The book's chapters are as follows: (1) "A Framework for Change in Early Childhood Inclusion" (Guralnick); (2) "Education Reform and Early Childhood Inclusion" (Lipsky and Gartner); (3) "Public Policy in Early Childhood Inclusion: Necessary but Not Sufficient" (Smith and Rapport); (4) "Legal Considerations of Inclusion for Infants and Toddlers and for Preschool-Age Children" (Stowe and Turnbull); (5) "Attitudes and Beliefs of Parents of Typically Developing Children: Effects on Early Childhood Inclusion" (Stoneman); (6) "'I Wish It Wouldn't All Depend on Me': Research on Families and Early Childhood Inclusion" (Erwin, Soodak, Winton, and Turnbull); (7) "The Origins of Young Children's Attitudes toward Peers with Disabilities" (Diamond and Innes); (8) "Innovations in Professional Development: Creating Communities of Practice To Support Inclusion" (Buysse, Wesley, and Able-Boone); (9) "Inclusion of Infants and Toddlers: Outcomes and Ecology" (Bruder); (10) "Inclusive Child Care for Infants and Toddlers: A Natural Environment for All Children" (O'Brien); (11) "Inclusive Preschool Programs: Classroom Ecology and Child Outcomes" (Odom and Bailey); (12) "Head Start and the Inclusion of Children with Disabilities" (Schwartz and Brand); (13) "Transition to Inclusive Environments for Young Children with Disabilities: Toward a Seamless System of Service Delivery" (Sainato and Morrison); (14) "Participation of Young Children with Disabilities in Community Learning Activities" (Dunst); (15) "Inclusion of Children with Autism in Early Intervention Environments: An Examination of Rationale, Myths, and Procedures" (Strain, McGee, and Kohler); (16) "Educating Deaf and Hearing Children Together: Confronting the Challenges of Inclusion" (Antia and Levine); (17) "Inclusion of Young Children with Complex Health Care Needs" (Crocker and Porter); (18) "The Impact of Cultural and Linguistic Diversity in

Possibilities Plans, including a concept web, concepts learned, and suggested resources. Activities are included in the following areas: dramatic arts, sensory/arts, curiosity, construction, literacy, music, movement, outdoor, projects, and parent participation. (Contains 94 references.) (KB)

ED 448 933 PS 029 165

Alexander, Nancy P.
Early Childhood Workshops That Work! The Essential Guide to Successful Training and Workshops.
PUB DATE- 00
NOTE- 311p.; Illustrations by Katheryn Davis. Photographs by Nancy P. Alexander.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Caregivers; *Early Childhood Education; *Inservice Teacher Education; Instructional Materials; Material Development; *Preschool Teachers; Training Methods; *Workshops

Noting that good training results from the instructor's skill, knowledge, and ability to plan a session based on what participants need and want, this book is a comprehensive guide that illustrates how to design, organize, conduct, and evaluate early childhood workshops and training seminars. The book includes sections on troubleshooting problem situations and designing learning materials. The chapters are as follows: (1) "Designing Training"; (2) "Activities for Individuals, Partners, Small Groups, and Whole Groups"; (3) "Demonstrations, Learning Games, and Other Learning Experiences"; (4) "Making and Using Effective Workshop Materials"; (5) "Components of Effective Training"; and (6) "Troubleshooting." The book's appendix includes training and activity materials. Contains 23 references. (HTH)

ED 448 934 PS 029 166

Campbell, Don
The Mozart Effect R for Children: Awakening Your Child's Mind, Health, and Creativity with Music.
PUB DATE- 00
NOTE- 498p.; Foreword by Joseph Chilton Pearce.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Brain; Child Health; *Children; *Cognitive Development; *Creativity; Early Experience; *Music; Parent Child Relationship; *Parents as Teachers; Self Concept; Stress Management
IDENTIFIERS- *Brain Development; *Mozart Effect; Mozart (Wolfgang A)

The Mozart Effect is defined as the ability of Mozart's music to temporarily heighten listeners' spatial awareness and intelligence, to improve listeners' concentration and speech abilities, and to advance reading and language skills. This book provides information about the ways in which the rhythm and tone components of music can enhance children's development from before birth into middle childhood. The book focuses on the impact of music on brain and sensory development and social

Speaking; *Rural Education; Rural Schools; *Teacher Education
IDENTIFIERS- *Aboriginal Australians; *Australia

This annotated bibliography was prepared for the Human Rights and Equal Opportunity Commission (Australia) to assist in its inquiry into rural and remote education in Australia. It includes highly relevant, more recent, seminal, theoretical, and policy-oriented Australian materials. Only items directly related to rural and remote education have been included. Most materials were published since 1990; also included are prior works considered seminally important and with a substantial impact on policy and research in rural and remote education. Approximately 110 entries are presented under the following headings: rural and remote education in general; education for children with disabilities; teacher training, in-service, and retention; income support and funding; distance education and technology; Indigenous education; and education for non-English-speaking children. Under each heading, entries are further listed by publication type, such as monographs, journal articles, government reports, conference papers, and book chapters. Within each type, items are listed chronologically, beginning with the most recent date. (TD)

ED 448 952 RC 022 692

Recommendations: National Inquiry into Rural and Remote Education.
PUB DATE- 00
NOTE- 119p.; For documents related to the National Inquiry into Rural and Remote Education Project, see RC 689-694. Chris Sidoti is the Human Rights Commissioner.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Change Strategies; Culturally Relevant Education; Disabilities; Distance Education; Educational Cooperation; *Educational Needs; *Educational Policy; Elementary Secondary Education; *Equal Education; *Financial Support; Foreign Countries; Holistic Approach; Human Services; Indigenous Populations; Policy Formation; Professional Development; Relevance (Education); *Rural Education
IDENTIFIERS- Aboriginal Australians; *Australia; Social Justice; Telecommunications Infrastructure

In February 1999, the Australian Human Rights and Equal Opportunity Commission initiated the National Inquiry into Rural and Remote Education, which investigated the provision of education for children in rural and remote Australia. The inquiry took evidence at formal public hearings in every state and territory and at less formal meetings with parents, students, educators, and community members in rural and remote areas of every state and the Northern Territory. The inquiry received 287 written and e-mailed submissions. The inquiry also commissioned a survey from Melbourne University to which 3,128 individuals responded. This report presents the inquiry findings related to rural education outcomes, responsibility for education, the policy context, and the human rights context. It offers 73 recommendations organized by five necessary features of school education: availability, accessibility, affordability, acceptability, and adaptability. The report makes the adoption of these five features by all education policy makers and providers in Australia its first recommendation. A separate chapter describes necessary policy parameters for the implementation of all inquiry recommendations, including the need for cross-sectoral and interagency collaborations, a new funding framework for rural

*Telecommunications
IDENTIFIERS- *Access to Technology; Broadband Cable Teleservices; *Telecommunications Infrastructure; Universal Service (Telecommunications)

This report, in response to a request by 10 U.S. Senators examines the status of broadband deployment in the United States. The rate of deployment of broadband services will be key to future economic growth, particularly in rural areas far from urban and world markets. This report finds that rural areas, especially remote areas outside of towns, are far behind urban areas in broadband availability. Only two technologies, cable modem and digital subscriber line (DSL), are being deployed at a high rate, but deployment is primarily in urban markets. Less than 5 percent of towns of 10,000 or less have cable modem or DSL service, and service in remote rural areas is far lower. Broadband over cable, which provides most broadband service, has been deployed in large cities, suburban areas, and towns. The primary reason for the slower deployment rate in rural areas is economic. Costs per customer increase with the distance between customers. New technologies, such as satellite and wireless broadband services, have potential for rural areas because customer location has no effect on costs. Policymakers should promote competition, but other government policies should be considered. Recommendations include expanding government programs that ensure access to new technologies, redefining universal service, creating funding mechanisms that ensure equal access to telecommunications and information services by rural and urban residents, and supporting development of alternative technologies. Appendices present data on cable modem and DSL deployment, characteristics of satellite systems, and a letter from U.S. Senators. (TD)

ED 448 970 RC 022 743

Rural School Administrator's Resources.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 55p.; For the Rural Education Directory: Organizations and Resources, 2001; see RC 022 716.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; Community Involvement; *Community Resources; *Educational Facilities Planning; Elementary Secondary Education; *Parent Participation; Prevention; Questionnaires; *Rural Schools; School Administration; *School Community Relationship; *School Safety; Violence
IDENTIFIERS- *Asset Mapping

This packet contains resources on five topics relevant to rural school administrators. "Assessing Parent Involvement: A Checklist for Rural Schools": discusses educator beliefs that support successful parent engagement programs, challenges and advantages of rural schools attempting to involve parents and community, and aspects of successful programs; lists 10 Web sites providing parent involvement resources; and presents a 12-item checklist to assess parent involvement. "Community Asset Mapping" discusses: the importance of mapping community strengths and resources; steps in creating an asset map; and suggestions for generating a community profile, completing a community capacity inventory, and conducting a "windshield

PUB DATE- 00
NOTE- 229p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Acculturation; *American Indian Education; Biculturalism; *Boarding Schools; *Catholic Schools; Educational History; *Federal Indian Relationship; Immigrants; *Nuns; Religious Education; Reservation American Indians; School Community Relationship; School Culture; Sioux (Tribe); Teacher Student Relationship; United States History; Women Administrators
IDENTIFIERS- Bureau of Indian Affairs; *Mission Schools; Missionaries; Native Americans; North Dakota; South Dakota

This book relates the history of four Catholic Indian boarding schools in the Dakota Territory between 1870 and 1928. Chapter 1 covers 1870 to 1887, when federal Indian relations were driven by the Peace Policy, which assigned reservations to specific religious bodies and established a formal system of schools to assimilate American Indians into mainstream American life. The Fort Totten and Fort Yates schools were established during this period. The Catholic sisters operating the schools, themselves immigrants struggling with a new culture, implemented a selective acculturation, which enabled students to straddle the White and Indian worlds and gained acceptance from the Sioux community. Chapter 2 describes the period between 1888 and 1906. During this time, Saint Francis and Holy Rosary Mission were opened, and formal relations between the Bureau of Indian Affairs and the Bureau of Catholic Indian Missions were severed. Chapter 3 covers 1906 to 1928, during which the federal government ended involvement of the Grey Nuns and Benedictines with the Fort Totten and Yates schools, while Saint Francis and Holy Rosary witnessed a revival because tribal funds were allocated to mission schools. Chapter 4 attributes the success of the four Catholic Indian schools to meaningful adaptation by Indian students and religious staff; the presence of a middle ground that was valued by all constituencies; the dictates of Catholic missiology; the positive interaction between immigrant female teachers and reservation Indians; the vibrancy of frontier Catholicism; and a positive acceptance of biculturalism. (Contains 442 references, photographs, and an index.) (TD)

ED 448 987 RC 022 794

Allen, John C.; Filkins, Rebecca; Cordes, Sam; Jarecki, Eric J.
Rural Nebraskans' Perceptions of Tax Restructuring and Local Schools. 1998 Nebraska Rural Poll Results. A Working Paper.
PUB DATE- 98
NOTE- 48p.; Funding for this project was provided by the Partnership for Rural Nebraska, the Cooperative Extension Division of the Institute for Agriculture and Natural Resources, and the Agricultural Research Division of the Institute for Agriculture and Natural Resources.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Finance Reform; *Mergers; Property Taxes; *Public Opinion; Rural Education; Rural Population; *Rural Schools; Satisfaction; *School Attitudes; School Community Relationship; School Support; *School Taxes
IDENTIFIERS- *Nebraska

researchers in industry and the academic world who are currently developing various models and products for Web-based education and training. In this paper, AulaNet is presented, an environment for the creation and maintenance of Web-based courses designed for the layman. Resources for the implementation of the conceptual framework are described, and AulaNet is also compared to other similar Web-based environments. (Contains 34 references.) (Author/YDS)

ED 449 008 SE 064 321

Women Are Surgeons. Videotape .
PUB DATE- 00
NOTE- 0p.; Supported by the NIH, Office of Research on Women's Health.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Career Guidance; Elementary Secondary Education; *Females; Medical Education; *Physicians; *Science Careers; Surgery; Videotape Recordings

Television shows like "Chicago Hope" and "ER" show the drama and intensity of the lives of surgeons, but do these shows portray what it is really like? Is it possible to meet the demands of a challenging career and still have a private life? This 24-minute video presents the professional and personal stories of three women surgeons who lead complex lives like the characters on TV. It shows the operating room during real life trauma, orthopedic and cardiac surgeries, and gives a glimpse into the lives that these surgeons lead during their off hours. The colorful poster that accompanies the video displays images and quotes from each of the surgeons. (ASK)

ED 449 009 SE 064 322

Water. Shopware R Applied Biology/Chemistry. CD-ROM .
PUB DATE- 00
NOTE- 0p.; Also produced by Cambridge Research Group Ltd.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemistry; *Computer Software; Elementary Secondary Education; Optical Data Disks; *Science Instruction; *Water

This CD-ROM is part of a multimedia software and video collection for high school and vocational schools. Applied Biology/Chemistry is one of many series providing resources for science education. There are six individual titles in this series which include: (1) Natural Resources; (2) Air and Other Gases; (3) Nutrition; (4) Continuity of Life; (5) Water; and (6) Human Health. This CD-ROM focuses on the water concepts and discusses the chemical structure of water, water flow in organisms, agriculture and industrial uses of it, and acids and bases. (ASK)

ED 449 010 SE 064 334

Water on the Web: Integrating Real-Time Data into Educational Curricula over the Internet. Guide Book.

Adams, Kurt; Brower, Sharon; Hill, Denise; Marshall, Irma
The Components of an Effective Mathematics and Science Middle School: Standards, Teaching Practices, and Professional Development.
PUB DATE- 00
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Educational Change; Elementary Education; *Mathematics Education; *Middle Schools; Professional Development; *Science Education; Standards; Teaching Methods
IDENTIFIERS- Texas

The purpose of this study was to identify current educational reform issues that would increase student achievement in mathematics and science in South Texas middle schools, specifically grades 4-8. Areas of research included common teacher and student needs, state and national standards in mathematics and science, competent teaching practices, and strategies of professional development. The target population of the study was grades 4 through 8 mathematics and science teachers in the state of Texas. Twenty-five (25) schools from Texas Education Regions 1, 2, 3, and 20 were randomly selected to receive surveys. The 100 selected schools yielded approximately a sample population of 350 teachers. Fifty-six (56%) of the targeted schools returned surveys resulting in a survey response rate of 51% (177 surveys). The instrument used was a self-developed survey. It solicited responses concerning subject(s) and grade levels taught, knowledge of state and national standards, professional development, effective teaching practices, and technology. Descriptive statistics included a breakdown of teacher responses to each item on the questionnaire utilizing both raw data and percentages. Each result was discussed in relation to the original question with additional discussion given when a significant difference was noted. The results indicated that there is a wide discrepancy in content knowledge, instructional methodologies utilized, program implementation, and hours of content related professional development activities between mathematics-only, science-only, and mathematics and science teachers. Mathematics teachers rated their abilities associated with content, curriculum standards, and program implementation higher than science teachers did. In general, survey results indicated a greater need in the area of science education than mathematics education and for teachers who teach both mathematics and science respectively, than for single subject teachers. The literature review and survey responses indicated hands-on activities as the most important factor when creating the ideal classroom, but responses indicated that seatwork was used most frequently. Teachers indicated that technology was important; however, it was one of the instructional methodologies utilized least frequently. The study identified three components that would enhance reform in middle school mathematics and science in South Texas. First, implement interdisciplinary teaming. Second, implement varied instruction including integration of learning experiences. And finally, implement exploratory programs exposing students to a range of vocational, academic, environmental, and recreational areas. The study identified the following practices as necessary to enhance mathematics and science middle school reform in South Texas. The curriculum should demand depth of a significant core of skills and emphasize the development of the students' reasoning abilities asked to make two drawings with a 2B pencil, each drawing to be completed in a 30-minute period. A Singaporean modified version of the Clark-Garen Drawing Instrument was used for evaluation. The results are discussed. (BT)

ED 449 056 SO 032 038

O'Shea, Marius Paul
Recognizing the Challenges of the New Millennium: The Changing Face of Art Education in Singapore.
PUB DATE- 99
NOTE- 8p.; Paper presented at the World Congress of the International Society for Education through Art (InSEA) (30th, Brisbane, Australia, September 21-26, 1999). Funded by the Australia Council for the Arts.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; Creative Thinking; *Cultural Context; *Educational Change; Educational Technology; Elementary Secondary Education; Foreign Countries; Futures (of Society)
IDENTIFIERS- *Singapore

With the recent recognition by the Singapore government that the country's education system must change radically to meet the challenges of the new millennium, all levels of education, from primary to tertiary, in all areas, have been undergoing close scrutiny and restructuring. Three educational initiatives recently have been launched, emphasizing creative thinking, the use of information technology, and national education in all subjects. This paper looks at the incoming changes in the area of secondary and tertiary art education and examines the various, and often complex, factors for and against their successful implementation. (Contains 11 references.) (Author/BT)

ED 449 057 SO 032 039

Park, Jeong-Ae
Art in Daily Living: Its Relevance to Internationalization Education in Korea.
PUB DATE- 99
NOTE- 6p.; Paper presented at the InSEA World Congress: "Cultures and Transitions" (30th, Brisbane, Australia, September 21-26, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; Comparative Education; *Cultural Context; Foreign Countries; *Global Approach; Postmodernism; *Social Change
IDENTIFIERS- Conceptual Analysis; Reconstructive Approach; *South Korea

This paper seeks to reinterpret the idea of art in daily living in a postmodern stance to keep pace with changes in Korean society. It briefly describes the sociopolitical context for art education in Korea in the 1990s and the internationalization movement. The paper presents a conceptual analysis of art in daily living and explores its application to Korean education. As Korean art education was largely based on the Japanese model, the paper then examines the Japanese adaptation of Western ideas from the United States. (Contains

DESCRIPTORS- Area Studies; Cultural Context; *Curriculum Development; Foreign Countries; *Indigenous Populations; Intermediate Grades; *Maya (People); *Mayan Languages; *Social Studies; Thematic Approach
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *Guatemala; Historical Background; Mayan Civilization; *Mexico

This curriculum unit focuses on the contributions of the ancient Mayan people and how these contributions have been interwoven with contemporary society. The unit is divided into the following sections: (1) "Preface"; (2) "Mayan Civilization" (geography); (3) "Mayan Contributions" (written language); (4) "Mayan Contributions" (textiles); (5) "Mayan Textiles" (literature selection: "Abuela's Weave"); (6) "Mayan Influence in Guatemala and Mexico"; (7) "Mayan Contributions" (mathematics); (8) "Appendix"; and (9) "Sources Consulted." Lessons include standards, essential skills, historical background, vocabulary, procedures, materials, questions, background notes, map work, and quizzes. (BT)

ED 449 079 SO 032 444

Shilha, Marianne M.
A Curriculum Unit on Human Rights of the Mayas of Guatemala. Fulbright-Hays Summer Seminars Abroad Program, 2000 (Mexico and Guatemala).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 137p.; Some sections may not photocopy clearly.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Area Studies; *Civil Liberties; *Curriculum Development; Foreign Countries; High Schools; *Maya (People); *Mayan Languages
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *Guatemala; Historical Background

This curriculum unit is intended for upper-level high school students. The unit aims for students to gain a basic understanding of the history of Mayan human rights in Guatemala and of the present situation in Guatemala. The unit uses a variety of media and teaching techniques. It lists 30 questions which are to be completed after reading the introductory chapter to "Unfinished Conquest: The Guatemalan Tragedy" by Victor Perera (the chapter is attached). The unit includes information about tourism, Guatemalan customs, and its arts and crafts. In another activity students view and discuss the 1983 film "El Norte." Other activities include translating from Spanish to English a children's picture book; viewing slides about daily life in Guatemala; listening to a tape of one of the 21 Maya languages; and reading and discussing two poems by Humberto Ak'abal, an indigenous Guatemalan poet. (Contains several vocabulary sections and cites seven sources.) (BT)

ED 449 080 SO 032 446

Britton, Laurel B.
Fulbright Travel 2000 to Mexico and Guatemala Project. Fulbright-Hays Summer Seminars Abroad Program, 2000 (Mexico and Guatemala).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 00

Performance and Results Act (GPRA). Within each of the 10 core areas, the paper describes briefly what the federal government is already doing and what the executive branch proposes to do as part of the international education initiative. The paper ends with an invitation for public-private collaboration and examples of the kinds of activities that interested groups and individuals might undertake. (BT)

ED 449 101 SO 032 490

Carey, Susan; Fannin, Kyle; Morford, Terri; Wilson, Angene
Influence Continues: The Impact of One Social Studies Department on Preservice Social Studies Teachers.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (80th, San Antonio, TX, November 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; *Departments; Educational Research; High Schools; Higher Education; Interviews; Preservice Teacher Education; *Preservice Teachers; *Social Studies; *Student Teacher Attitudes; Surveys
IDENTIFIERS- *Impact Evaluation; Social Studies Teachers; University of Kentucky

One consequence of school-university collaboration can be the impact of a school and specifically a social studies department on the university's teacher candidates. After seven years and the placement of 36 students, the teachers in the social studies department at Woodford County High School in central Kentucky wondered about their long-term influence. In the fall of 2000, with the help of a University of Kentucky collaborator, answers were sought in phone, face-to-face, e-mail, and letter interviews with alumni. The paper is divided into the following sections: an explanation of the school-university collaboration, a report on demographic information and job satisfaction, an analysis of what student teachers said they gained from their year at Woodford County High School, and the authors' reactions and questions. (BT)

ED 449 102 SO 032 491

Beck, Terence A.
Using Problem-Solving Steps and Audience Roles To Increase Student Engagement in Elementary Civics Instruction.
PUB DATE- 00
NOTE- 36p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (80th, San Antonio, TX, November 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; Classroom Research; Comparative Analysis; Grade 4; Intermediate Grades; *Problem Solving; Qualitative Research; *Social Studies; *Student Reaction
IDENTIFIERS- Student Engagement; Washington

Leslie Herrenkohl's work in science (1998) has demonstrated that introducing "problem-solving steps" and "audience roles" to an elementary classroom can have a dramatic impact on rates of student engagement as measured through classroom talk. It is others are on vacation. Perceived benefits for teachers include: improved pay or work schedules; facilitation of educational improvements; and enhancement of the climate of professionalism. Perceived challenges for teachers include: organizational issues (e.g., sharing classrooms and leadership of extracurricular activities with other teachers); continuing education (finding time to schedule professional development); and conflicts in personal scheduling (e.g., teachers' children attending school on different calendars than their parents). Typically, the more teachers are exposed to year-round education, the more they like it, but the process of changing to such a schedule can create stress for them until they have time to adapt. (Contains 20 references.) (SM)

ED 449 124 SP 039 698

Frost, Helen
The Dairy Group. The Food Guide Pyramid.
PUB DATE- 00
NOTE- 24p.; Consulting Editor: Gail Saunders-Smith. Consultant: Linda Hathaway. For other books in the series, see SP 039 696-697 and SP 039 699-703.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Health; *Comprehensive School Health Education; *Eating Habits; Elementary Education; Elementary School Students; Health Promotion; *Nutrition Instruction
IDENTIFIERS- *Dairy Products; *Food Guide Pyramid

This booklet for young children is part of a series that supports national science standards related to physical health and nutrition, describing and illustrating the importance of using the Food Guide Pyramid and eating from the dairy group. Colorful photographs support early readers in understanding the text. The repetition of words and phrases helps early readers learn new words. The book also introduces early readers to subject-specific vocabulary words, which are defined in a section on words to know. The eight sections include: "The Food Guide Pyramid," "The Dairy Group," "Kinds of Dairy Food," "Servings," "Words to Know," "Read More," "Internet Sites," and "Index/Word List." (SM)

ED 449 125 SP 039 699

Frost, Helen
The Meat and Protein Group. The Food Guide Pyramid.
PUB DATE- 00
NOTE- 24p.; Consulting Editor: Gail Saunders-Smith. See also SP 039 696 - SP 039 698 and SP 039 700 - SP 039 703.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Health; *Comprehensive School Health Education; *Eating Habits; Elementary Education; Elementary School Students; Health Promotion; *Meat; *Nutrition Instruction
IDENTIFIERS- *Food Guide Pyramid; *Protein

This booklet for young children is part of a series that supports national science standards related to physical health and

NOTE- 18p.; With contributions by John Hattie, Richard M. Jaeger, and David Strahan.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Alternative Teacher Certification; *College Faculty; College Students; Elementary Secondary Education; Higher Education; *National Teacher Certification; *Teacher Competencies; Teacher Competency Testing; Teaching Skills
IDENTIFIERS- *National Board for Professional Teaching Standards

This study examined (1) whether students taught by National Board for Professional Teaching Standards (NBPTS)-certified teachers would produce higher quality work than students of teachers who attempted NBPTS certification but were not certified; (2) whether the observed classroom behaviors of NBPTS-certified teachers would be demonstrably different from those of teachers who attempted certification but were not certified; and (3) whether NBPTS-certified teachers and teachers who were not certified would differ in the number, variety, and nature of professional activities and involvement. The study sample included 65 teachers from 3 states who had sought NBPTS certification. Data collection involved classroom observations, teacher surveys regarding their lesson planning and teaching philosophy, and student surveys immediately following the observed lessons. Casebooks were made for each of the 65 teachers, with information including the questionnaire, the narrative record, the classroom observation protocol, the lesson transcript, student interviews, and teacher interviews. Researchers also conducted telephone interviews with 40 traditionally-certified teachers and 40 NBPTS-certified teachers. Finally, researchers analyzed the writing scores and work samples of students who had been taught by NBPTS-certified and non-NBPTS teachers. This report presents plans for scoring and analyzing the data. (SM)

ED 449 145 SP 039 722

Little, Judith Warren; Horn, Ilana; Bartlett, Lora
Teacher Learning, Professional Community, and Accountability in the Context of High School Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Educational Change; *Faculty Development; High Schools; Literacy Education; Mathematics Education; Secondary School Teachers
IDENTIFIERS- *Teacher Knowledge

This report investigates professional knowledge and learning demands associated with high school reform initiatives, and corresponding opportunities for teacher development, emphasizing literacy and mathematics. It examines how teachers' learning in selected reform-specific areas is facilitated or impeded by internal school features and by the nature and extent of teachers' ties to external sources of expertise. The research uses intensive case studies of teachers' knowledge, practice, and learning in two comprehensive high schools. It includes existing case study data on restructuring high schools, supplemented by intensive multi-level case studies in manageable amount of data to work with during lectures. Data-generation and demonstration activities were complemented with lecture group activities. Students preferred lecture activities to plain lectures, and liked activities involving exchange of data more than simple group activities. Students were positive toward group work during lectures, and this experience made students feel more at ease in asking questions during lectures. Group work and activities also helped increase performance on course examinations. The implications for the use of information technology in the large lecture room to reinforce activities based on the exchange of data are discussed. An appendix contains an example of a data generating activity. (Contains 5 tables and 29 references.) (SLD)

ED 449 165   TM 032 243

Ediger, Marlow
Portfolios versus State Mandated Testing.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Evaluation Methods; *Portfolio Assessment; Portfolios (Background Materials); Reliability; *Standardized Tests; *State Programs; *Student Evaluation; *Testing Programs

The use of portfolios in assessing student achievement is contrasted with the use of standardized tests. Portfolios are considered more subjective than scores from standardized tests, and they present different issues in assessing and reporting student progress. Interscorer reliability may be a problem because of a lack of agreement about the results of each portfolio. State mandated tests with multiple choice items may be either standardized (norm-referenced) or criterion-referenced tests. There are many problems with the use of standardized tests, including a high degree of mismatch between what is tested and what may have been taught in the classroom. Much of what is tested has been learned outside of school, and students from disadvantaged environments may be penalized in test taking. Such problems should not eliminate the use of testing to determine student achievement, but improvements must be made in the use of standardized tests. As the assessment of student problems takes on an increased role in society, better means of evaluation must be discovered and implemented. (SLD)

ED 449 166   TM 032 244

Daniel, Larry G.; Onwuegbuzie, Anthony J.
Towards an Extended Typology of Research Errors.
PUB DATE- 00
NOTE- 36p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 17-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Error Patterns; Research Methodology; *Research Problems; *Statistical Significance
IDENTIFIERS- Type I Errors; Type II Errors; Type III Errors

This paper proposes a new typology for understanding common

Instruction; *Special Needs Students; *Standards; *Student Evaluation

This document brings together three research-based papers that served as the catalyst for discussions at the third Mid-Continent Research for Education and Learning diversity roundtable. It was designed for distribution to conference participants to reinforce the essential points of the presentations. The introductory chapter sets the tone by highlighting the increasing diversity that characterizes the United States and its schools. Chapters 2 through 4 are the papers presented at the roundtable: (1) "Standards-Based School Reform and Culturally Diverse Learners: Implications for Effective Leadership When the Stakes Are Even Higher" (Brenda L. Townsend); (2) "Including Special Needs Students in Standards-Based Assessments" (Martha L. Thurlow); and (3) "Including Students with Special Needs in Standards-Based Reform: Issues Associated with the Alignment of Standards, Curriculum, and Instruction" (Alba A. Ortiz). The final chapter draws together the issues raised in the papers to present major areas in which educators can initiate or strengthen actions to improve the education of special needs students. Each paper contains references. (SLD)

ED 449 188   TM 032 296

Bang, Jytte; Rasmussen, Ole Elstrup
Competence Development Learning by Problem Solving. No. 74.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Competence; Educational Theories; Foreign Countries; *High School Students; High Schools; *Individual Development; *Learning; *Problem Solving
IDENTIFIERS- Denmark; *Perspective Text Analysis

A dialogue between two secondary school students engaged in solving a problem is the basis for the assertion that the students differ in their problem solving capabilities; that is, they reduce the complexity of the situation in different ways. The discussion also suggests that students do not use the same form of competence. They make sense of the complex situation in different ways. It is also maintained that existing theories are able to explain different aspects of the problem solving process and competence. However, because no single theory encompasses all the aspects, a more comprehensive theory is proposed. This theory encompasses the notion that the person, through ideas, is able to consider and anticipate problem solving operations, thus displaying competence. More precisely, the person is in control through four processes: (1) efficacy, the degree to which the person experiences the feeling of control of the problem solving process itself; (2) achievement, the degree to which the person experiences that he or she is approaching the goal; (3) ruggedness, the degree of difficulty the person feels he or she has to overcome to solve the problem; and (4) availability, the degree to which the person feels that he or she has access to vital resources. With this frame of reference, an interpretation of the two students' problem solving processes is carried out using Perspective Text Analysis (B. Bierschenk and I. Bierschenk, 1993), a technique for making visible the structural relations of texts. It is also suggested that it is possible to apply catastrophe theory to make a model of problem-solving behavior. (Contains 8 figures and 29 references.) (Author/SLD) the present research. Children were asked to complete two friendship questionnaires and two impression-rating questionnaires. Overall, higher or more positive ratings were consistently attributed to children presented to best friends than as nonfriends. Several dimensions of friendship quality were associated with behavioral impression ratings, but it did not predict the type of processing (categorical vs. individuating) used by children when presented with information that was either consistent or inconsistent with an initial relational expectancy. (Author/SLD)

ED 449 209 TM 032 354

Kim, Sungsook C.
Investigating the Generalizability of Scores from Different Rating Systems in Performance Assessment.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association(New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Mapping; Foreign Countries; *Generalizability Theory; Middle School Students; *Middle School Teachers; Middle Schools; *Performance Based Assessment; *Scores
IDENTIFIERS- South Korea

The generalizability of scores from different scales in performance assessment was studied. First, a concept map of teachers' and raters' perceptions about various scores and scales was constructed using multidimensional scaling analysis. Then, a generalizability study using a random, partially nested design was conducted to analyze the differences in the various rating systems. This study estimated the variance component of tasks, raters, and evaluative factor based on the scoring systems and determined the optimal number of grading conditions of each facet that maximized the generalizability coefficient. Data for the concept map were from questionnaires completed by about 218 middle school teachers in Korea. Data for the generalizability study were from two different scoring systems used to rate a report and presentation by each student in a middle school social studies class in Korea. The scores of 188 random samples used in the study were the interim scores of each factor before summing up a total score. Results show that the scoring of the performance task using the different rating systems was very consistent from rater to rater. However, the relatively large variance components suggested that the written report was rated differently across the different systems. Findings also suggest that when the student's report or presentation was being assessed, the generalizability of scores was enhanced by combining the ratings from more than one rater, mainly because this effectively increased the number of factors being evaluated. For ratings of performance, the generalizability coefficient increased considerably as the evaluative factors for the scoring standard became more specific. (Contains 19 references.) (SLD)

ED 449 210 TM 032 355

Long, James
An Introduction to and Generalization of the "Fail-Safe N."
PUB DATE- 01

South Educational Research Association (28th, Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; Elementary School Students; Intermediate Grades; *Multivariate Analysis
IDENTIFIERS- *Commonality Analysis

Canonical correlation analysis is the most general linear model subsuming all other univariate and multivariate cases (N. Kerlinger & E. Pedhazur, 1973; B. Thompson, 1985, 1991). Because "reality" is a complex place, a multivariate analysis such as canonical correlation analysis is demanded to match the research design. The purpose of this paper is to increase the awareness and use of canonical correlation analysis and specifically to demonstrate the value of the related procedure of commonality analysis. Commonality analysis provides the researcher with information regarding the variance explained by each of the measured variables and the common contribution from one or more of the other variables in a canonical analysis. (A. Beaton, 1973; B. Frederick, 1999). An example using the scores of 287 sixth graders on 3 measures illustrates the procedure. An appendix contains Statistical Package for the Social Sciences syntax for conducting commonality analysis. (Contains 3 figures and 20 references.) (Author/SLD)

ED 449 233 TM 032 378

Krach, S. Kathleen
Step-Down Analysis: A Comparison with Covariance Corrections and Stepwise Analysis.
PUB DATE- 01
NOTE- 27p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Variance
IDENTIFIERS- Stepwise Regression

Step-down analysis is a multivariate technique that examines dependent variables across groups by using a series of univariate "F" tests done in an a priori order. The first "F" test results are the same as a univariate "F" test examining the dependent variable. Each of the following "F" tests then uses the previously used dependent variables as covariates. The null hypothesis tested by this method is that there is no effect across groups when dependent variables are listed in a specific order. Because step-down uses covariates, as does analysis of covariance (ANCOVA) and multivariate analysis of covariance (MANCOVA), and is performed in a series of steps, somewhat like stepwise analysis, step-down is compared across these different methods. The comparisons show that step-down analysis does not have the same problems as ANCOVA, MANCOVA, and stepwise analysis. However, step-down has its own problems that are discussed in more detail. (Author/SLD)

ED 449 234 TM 032 380

Ediger, Marlow
Assessment and High Stakes Testing.

Policy; Welfare Reform

This is an annotated resource guide for those interested in recent hunger and food insecurity studies. Objectives, methods, and key findings of each study are summarized, and contact information for obtaining the report is given. Studies are grouped by survey location and listed chronologically by publication or release date within each geographic category. Location and subject indexes are provided to help navigate the material. The location index differentiates studies with a national or multi-state purview from those focusing on communities within individual states. Study summaries are grouped into three categories: measuring food needs and hardship in general populations, emergency food recipients and provider efforts, and the impact of changes in public assistance programs on food security. Studies were published or released since 1998 and were based on data gathered no earlier than 1995. Summaries of key findings are limited to aspects directly related to food security. Studies are noteworthy for their large volume and extensive geographic diversity, variety of food insecurity and hunger issues investigated, and heterogeneity of approaches employed to evaluate hunger and food insecurity nationwide. An appendix presents the USDA's Food Security Core Module, a validated survey instrument for assessing household food security. (SM)

ED 449 254   UD 033 938

Olsen, Darcy Ann; Brouillette, Matthew J.
Reclaiming Our Schools: Increasing Parental Control of Education through the Universal Education Credit. Policy Analysis No. 388.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Educational Vouchers; Elementary Secondary Education; Government Role; Nontraditional Education; *Parent Participation; *Private Schools; Public Education; *School Choice; Student Costs; *Tax Credits; Tuition
IDENTIFIERS- *State Taxes

The universal education credit can ease the financial burdens placed on families seeking independent primary and secondary education for their children. This analysis explains how the universal education credit differs from other educational choice reforms, including vouchers and how it works with real families. The way in which state legislators can tailor the credit and the concerns and potential surrounding universal credits are also discussed. Like traditional education tax credits, the universal credit lets parents deduct a portion of schooling costs from their state tax bill. Unlike traditional credits, the universal education credit assists families with limited or no tax liability. Under this plan, any parent, individual taxpayer, or business can receive a dollar-for-dollar reduction in tax liability for money spent on tuition. The credit can be taken for up to one-half of the per pupil expenditure within the public schools. Benefits of the universal credit include: giving parents more control over their children's education by empowering them to select and pay for their children's schools; reducing financial penalties born by parents seeking independent schools; generating competition among schools; spurring improvements in independent and government schools; and raising scholarship funds for students in need. Criticisms of the credit question constitutional

Woodward, Jeannette
Countdown to a New Library: Managing the Building Project.
PUB DATE- 00
NOTE- 205p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Building Conversion; *Building Design; *Building Plans; Construction (Process); Facilities; Facility Expansion; Librarians; Libraries; *Library Development; Library Planning

This book outlines information needed to embark on a library building project, serving as an overview of the entire process, not merely focusing on the librarian's traditional role. The book begins by discussing ways librarians can prepare themselves and their staff to function effectively in the midst of a building project. Chapter 2 focuses on the architects, contractors, and engineers, explains various project delivery systems, and delves into contract and liability considerations. Discussions of recent library developments and future prospects introduce chapter 3. The chapter also covers the tasks of identifying a site and determining space needs, and it examines the unique planning considerations of a renovation or remodeling project. Chapter 4 gets into the "nuts and bolts" of a major construction project by focusing on the building shell: roof, atrium, and entrance. Requirements of stand-alone libraries as well as those for multi-use facilities are presented. Environmental and human needs are the subject of chapter 5. Topics include the ways humans interact with their buildings and the conditions under which they are most comfortable and most productive. This chapter also provides information about design considerations for lighting--both natural and artificial, energy efficiency for new and older buildings, and compliance with the Americans with Disabilities Act. Chapter 6 is devoted to planning for information technology. The chapter also discusses building infrastructures, including electrical service and the equally high-tech system of climate control. Chapter 7 focuses on security and safety, considering the "what ifs" that could threaten the building as well as library users and staff. Chapter 8 looks at considerations involved in selecting the floor materials, wall coverings, and furnishings. Cleaning and maintenance, custom furniture, ergonomics, computer workstations, and shelving issues are all considered. Chapter 9 addresses the concerns and issues that are unique to library services during a building renovation. Finally, chapter 10 focuses on moving the collection and getting settled. Throughout the book are "Tips and Tales" sections, advice and stories from librarians and archivists who are veterans of a variety of building projects. Contains an index. (AEF)

ED 448 779   IR 057 936

Daniel, Evelyn H., Ed.; Saye, Jerry D., Ed.
ALISE Library and Information Science Education Statistical Report, 1999.
PUB DATE- 99
NOTE- 287p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General

(M-DCC) (Florida) on the measures stipulated for the 2000-01 allocation of Performance Based Budgeting (PBB). Of the total state funds allocated for Performance Based Budgeting, a certain percentage is designated for each of the measures. Colleges earn "points" according to the formula for each completer or outcome and money is distributed based on the college's percentage of total 'points' for the system for each of the measures. The measures included for the 2000-01 allocation are as follows: A.A. Completers and Dual Enrollment; Special Categories of A.A. Completers; Placements and Transfers, including Partial completers; A.A. Efficiency; and College Preparatory Completion Measure. This report shows M-DCC's performance on each of the measures and compares outcomes with state totals for the 1999-00 and 2000-01 allocations. Overall, M-DCC's performance declined somewhat with 14.8% of the total in 2000-01 compared with 16.3% in 1999-00. Based on differences in performance, funds allocated, and changes in the PBB categories and formula, M-DCC earned $84,826 less in 2000-01 than in 1999-00. The decrease in incentive dollars was primarily due to 661 fewer Associate in Arts graduates in the 1998-99 report period as well as changes in the formula for awarding points in the 2000-01 allocation. (JA)

ED 448 798   JC 010 068

Strategic Plan 1997-2007.
PUB DATE- 97
NOTE- 18p.; Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Planning; Educational Trends; Futures (of Society); Long Range Planning; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *University of Hawaii Kapiolani Community College

This document presents the Strategic Plan and Academic Development Plan for Kapi'olani Community College (KCC) (Hawaii). The goals maintain or add to current practices and directions. The Academic Development Plan should be used as a point of reference, as a planning document, as leverage for initiatives. KCC has as its mission to broaden access to postsecondary education in Hawaii by providing open-door opportunities for students to enter quality educational programs. In addition to its liberal arts transfer mission, KCC offers the state's only programs in Health Sciences and Legal Education and the only community college Nursing programs on O'ahu. The College's long-range planning process is part of a comprehensive approach which seeks to integrate academic program planning and budgeting through a participatory process involving faculty, staff, and students. Among the planned or anticipated changes are improvements in educational technology and networked communications and new models of delivery, which provide more flexibility in course offering and in responding to the changing needs of businesses and students. This report also shows some indicators of program demand, efficiency, and outcomes, which have been used as the basis for strategic decision-making. (JA)

ED 448 799   JC 010 069

Bashford, Joanne
How Well Do Prerequisite Courses Prepare Students for the Next Course in the Sequence? Information Capsule.

performed slightly less well overall and by discipline. At SWTSU, which enrolls about 20 percent of ACC's transfer students each year, overall average GPA for ACC students from 1991 to 1997 was 2.5--slightly higher than the average GPA for all community college transfer students. Finally, TAMU overall GPAs from 1995 to 1997 indicate that ACC transfer students perform as well as or better than other transfer students. However, TAMU's system of calculating overall GPAs differs from that of UT and SWTSU. Appended is table of data used to calculate these TAMU GPAs. (EMH)

ED 448 819   JC 010 090

Transfer Rate Report, Spring 1999.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; *College Transfer Students; Community Colleges; Comparative Analysis; *Followup Studies; Higher Education; Student Educational Objectives; *Transfer Rates (College)
IDENTIFIERS- *Austin Community College TX

This study attempts to discern the rate at which first-time-in-college (FTIC) Austin Community College (ACC) (Texas) students transfer to senior institutions, and which senior institutions they choose to attend. Highlights of the report include: (1) From 1990-1993, Austin Community College students transferred to four-year institutions at a higher rate than community college students elsewhere in Texas; (2) In each of these years, one-third of FTIC students majoring in academic areas transferred to senior institutions, both from ACC and statewide; (3) Comparison of the percent of change in the number of transfers from one year to the next for ACC and statewide reveals an inverse relationship, with ACC's rate increasing where the statewide rate decreases; and (4) about one-fifth of ACC's FTIC students majoring in technical areas transfer to senior institutions, while slightly over one-tenth of statewide students do. The majority of ACC transfer students (63% in 1996-97) went to the University of Texas at Austin, while 21% went to Southwest Texas State University and most remaining chose another of Texas' 33 public universities. Appended is a table of transfer rates by ethnicity and a list of transfer institutions in Texas. (EMH)

ED 448 820   JC 010 092

Parsons, Michael H.
Facilitating Learner-Centered Instruction: Technology, Simulation, and Scans.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Community College Showcase (7th, Ocean City, MD, November 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Active Learning; Community Colleges; *Diversity (Student); Educational Objectives; *Educational Trends; Learning Strategies; Student Motivation; Student Responsibility; Teacher Student Relationship; Two Year Colleges

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Distance Education; Educational Innovation; *Educational Technology; *Electronic Mail; *Instructional Innovation; *Internet; Nontraditional Education; Two Year Colleges
IDENTIFIERS- Central Arizona College

In this paper, a college English professor shares his teaching experiences in a Hybrid Electronic Course (HEC), which combined traditional classroom meetings with e-mail-based workshops. The paper includes a general description of the course, the instructor's daily journals throughout the course, and his reflections following the course. Many of his colleagues taught pure Internet-based composition courses, and many voiced concerns about the lack of common physical "community" activities within such courses. The author's idea was to develop an HEC that would combine the best of both worlds. His plan was to develop scheduled face-to-face class meetings (as an entire group) for the first two weeks and then gradually turn the students loose to work on their research paper assignments and projects. Students would be able to send him their papers via e-mail attachments. He had been accepting drafts and dialoguing with students through e-mail for several years; this use of e-mail as the class "medium" seemed like a natural next step. The HEC format seemed to create more personal interaction with students than traditionally scheduled courses. But it also seemed to be more difficult to teach writing using a distance-learning model. (JA)

ED 448 841 JC 010 119

Pellissippi State Technical Community College Five-Year Strategic Planning Directions, 1998-2003.
PUB DATE- 98
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; Community Colleges; *Institutional Administration; Institutional Evaluation; Institutional Research; *Long Range Planning; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Pellissippi State Technical Community College TN

The document contains the strategic plan for Pellissippi State Technical Community College (Tennessee). The previous five-year strategic plan, "The Pathfinder Project," was prepared in 1994 but was out of date before the end of the five-year planning cycle. To secure information for projecting new five-year strategic directions and goals for the college, the president initiated a second strategic planning process at the end of fall semester 1997. The Strategic Planning Steering Committee examined the issues and trends reported by the MICRO and MACRO Subcommittees and determined eight major areas of strategic goals: Community Integration and Economic Impact, Facilities, Faculty and Staff, Financial Resources, Organizational Development, Students, Teaching and Learning, and Technology. The eight goal areas, the goals, and the strategic directions form the first half of the 1998-2003 report. These are followed by the SWOT analysis. The strengths, weaknesses, opportunities, and threats are preceded by the trends that were provided to the Steering Committee. The Needs Assessment Report, with a

Intervention Research in the Volta Region of Ghana. Technical Paper No. 91. SD Publication Series.
SPONS. AGENCY- Academy for Educational Development, Washington, DC.; Edna McConnell Clark Foundation, New York, NY.
PUB DATE- 98
NOTE- 39p.; Prepared in collaboration with the Ghana Partnership for Child Development for the Harvard Institute for International Development and the Office of Sustainable Development, Bureau of Africa, USAID, Washington, under contract to the Advancing Basic Education and Literacy Project (ABEL2), Academy for Educational Development.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Case Studies; *Child Health; *Children; Developing Nations; Early Adolescents; Elementary Education; Foreign Countries; Health Programs; *Health Services; Intervention; *Nutrition; Partnerships in Education; *Program Effectiveness; Public Policy
IDENTIFIERS- Ghana; *Parasitic Infections; *School Based Services

As increasing numbers of children in developing nations survive to school age, practitioners, researchers, and policymakers are increasingly focusing on the health and well-being of school-age children and on the possibility of using the infrastructure of the school system to deliver health and nutrition interventions. This research, conducted in Ghana through the worldwide Partnership for Child Development, identified and targeted school-age children's prevalent health problems; used simple, low-cost mass interventions through the schools; and developed partnerships for implementation between health and education, government, and non-governmental agencies. The specific intervention for this study focused on de-worming. Samples of 8- to 9- and 12- to 13-year-olds were obtained in 1994 at 3 intervention and 2 comparison sites for baseline, with subsequent samples selected for follow-ups. The results indicated that the interventions were effective in reducing infection levels of schistosomiasis and hookworm, reducing malnutrition, and improving achievement, though not necessarily improving students' attendance. The intervention effect on achievement was especially strong for nutritionally disadvantaged children and for girls. The feasibility of mass school-based treatment was demonstrated, with treatment provided to 85,000 children at a cost of $3.21 per child. Further research needs related to education policy were identified. (A list of the persons interviewed for the report is appended.) (KB)

ED 448 861   PS 029 080

Curenton, Stephanie M.; Wilson, Melvin N.; Lillard, Angeline S.
Black Preschoolers' Social Cognition: Storytelling and False Belief.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (108th, Washington, DC, August 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Cognitive Development; Comparative Analysis; Low Income Groups; Performance Factors; *Preschool Children; Preschool Education; Racial Differences; *Social Cognition; *Story Telling

*State Programs; State Regulation; Welfare Services

IDENTIFIERS- *Child Support Enforcement; Interstate Child Support; Interstate Cooperation; Noncustodial Parents; Paternity Establishment; Welfare Reform

This document comprises the 12 issues for 2000 of the "Child Support Report," which explores problems related to child support enforcement, reports on federal and state government child support enforcement initiatives, and summarizes research related to child support. Featured regularly are editorials and information on events of interest and funding opportunities. Major topics include: (1) father involvement in poor unwed families, Texas' efforts to locate employment for fathers owing child support, and partnerships between child support agencies and other agencies in Indiana and Washington (January); (2) technologies to enhance customer service in Delaware, and a child support worker training academy in Maryland (February); (3) 1999 nationwide child support collections, a new federal fatherhood initiative, and Minnesota's efforts to link child support services with other family services (March); (4) military program using the Internet to issue wage withholding orders for family support, and Web-based training for child support enforcement workers in Texas (April); (5) technology-based training in Seattle, and South Carolina's First Things First media campaign (May); (6) benefits of father involvement, and interstate caseload migration patterns (June); (7) California's Major League Dads program, workplace data security, and Arizona's campaign to educate staff on welfare reform (July); (8) U.S. family structure, Connecticut's Joint Information and Problem Resolution Unit, Tennessee's performance management system, and Michigan's paternity establishment initiative (August); (9) nonresident fathers' access to employment-based health care coverage, and strengthening parent-child bonds in Illinois through birth certificate registrars (September); (10) obtaining military information, Virginia's automated child support system, and New Jersey's fatherhood initiative (October); (11) the National Child Support Enforcement Training Conference, and Mesa County, Colorado's Parental Responsibility Employment Program (November); and (12) Detroit Lions Football team promoting fatherhood, Georgia's genetic testing program, Indiana's efforts to strengthen fathers' role, and Maryland's Amnesty 2000 campaign (December). (KB)

ED 448 882   PS 029 107

LeBuffe, James R.; Hargreaves, Sherran A.
School-Age Child Care. Fastback 454.
PUB DATE- 99
NOTE- 45p.; Sponsored by the Lafayette, Indiana Chapter of Phi Delta Kappa International.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *After School Programs; Ancillary School Services; Certification; Elementary Education; *Latchkey Children; *Program Design; Program Development; Program Implementation; *School Age Day Care
IDENTIFIERS- School Based Services

Currently at least 5 million children--some estimates are as high as 15 million--are left unsupervised before or after school for 3 or more hours a day. In response to the problems of these are available. Drawing on data from the study, this report provides a portrait of kindergarten children in the areas of reading, mathematics, and general knowledge, as well as noncognitive aspects of school readiness. The report details: (1) what a typical child knows at school entry; (2) what the typical child's health and behavior are like at school entry; (3) what factors help account for variations in knowledge, health, and behavior at school entry; (4) what sex-related differences in school readiness exist for kindergartners; (5) what family background characteristics affect children's skills and knowledge; and (6) how risk factors affect noncognitive aspects of school readiness. Among the findings are the following: (1) most children know their letters and can count more than 10 objects; (2) most are in very good to excellent health, though some experience developmental difficulties; (3) most are reasonably well behaved and exhibit a positive approach to classroom tasks; (4) some have advanced skills while others lag behind; (5) age is a factor in variations in knowledge, health, and behavior; (6) girls and boys have similar skills, although girls are slightly ahead in reading; (7) more boys experience developmental difficulties; (8) girls are more prosocial and less prone to problem behavior; (9) nearly half of all entering kindergartners come from families with one or more risk factors in the areas of parental education, socioeconomic status, and family structure; (10) minority children are more likely to be at risk; (11) risk factors are linked to poorer child health; (12) at-risk children are less likely to be socially adept and more likely to be aggressive; and (13) fewer at-risk children have a positive attitude toward learning activities. (Contains 40 references.) (HTH)

ED 448 900   PS 029 125

Melo, Luz Angela
Rights of the Child in Costa Rica: Report Concerning the Application of the Convention on the Rights of the Child by the Republic of Costa Rica.
PUB DATE- 00
NOTE- 34p.; Report presented at a Session of the Committee on the Rights of the Child (23rd, Geneva, Switzerland, January 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Child Abuse; Child Advocacy; Child Safety; *Child Welfare; Childhood Needs; Children; *Childrens Rights; Civil Rights Legislation; *Compliance (Legal); Foreign Countries; Government Role; Law Enforcement; Safety; Victims of Crime; Well Being
IDENTIFIERS- *Costa Rica; Torture; Torture Victims; *United Nations Convention on Rights of the Child; Victimization

This report to the United Nations Committee on the Rights of the Child contains observations of the World Organisation Against Torture (OMCT) concerning the application of the U.N. Convention on the Rights of the Child by the nation of Costa Rica. The report's introduction notes that in addition to ratifying the Convention, Costa Rica's constitution has several provisions aimed at giving special protection to children, and there is now a Children's Ombudsman within the office of the People's Ombudsman. However, the Costa Rican legislation still contains loopholes which could impede effective protection of children's rights, and Costa Rican authorities have failed to supply the OMCT information concerning conditions in which

Inclusive Preschool Environments" (Hanson and Zercher); (19) "Inclusive Practices for Preschool-Age Children with Specific Language Impairment" (Paul-Brown and Caperton); (20) "Assistive Technology and Augmentative and Alternative Communication in Inclusive Early Childhood Programs" (Romski, Sevcik, and Forrest); (21) "Social Competence with Peers and Early Childhood Inclusion: Need for Alternative Approaches" (Guralnick); (22) "Instructional Perspectives in Inclusive Preschool Classrooms" (McWilliam, Wolery, and Odom); and (23) "An Agenda for Change in Early Childhood Inclusion" (Guralnick). Each chapter contains references. (HTH)

ED 448 916 PS 029 144

Bennett, William J.; Finn, Chester E., Jr.; Cribb, John T. E., Jr.
The Educated Child: A Parent's Guide from Preschool through Eighth Grade.
PUB DATE- 99
NOTE- 664p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Art Education; Behavior Problems; Books; Child Health; *Children; Childrens Literature; Cultural Literacy; *Curriculum; Day Care; Educational Change; Educational Quality; Elementary Education; English Curriculum; Expectation; Family School Relationship; Geography; History Instruction; Mathematics Education; Music Education; Parent Materials; *Parent Participation; Parent Role; Parent School Relationship; *Parent Student Relationship; *Parents as Teachers; Physical Education; Preschool Education; School Readiness; Science Education; Sex Education; Standards
IDENTIFIERS- Character Education; *Core Knowledge Sequence

This book defines a good education and offers parents a plan of action for ensuring that their children achieve it. Drawing from the goals that William Bennett enumerated as Secretary of Education, excerpts from Hirsch's Core Knowledge Sequence, and current research, this book sets forth curricula and specific objectives for children from kindergarten through the eighth grade. Also examined are issues such as school choice, sex education, character education, and the phonics/whole language debate. The book encourages parents to become advocates for their children by learning what to look for in a good school, how to talk to educators, and how to push for needed changes. The book is organized in three parts. Part 1 helps parents of preschoolers to prepare their child for school. Part 2 addresses the academic curriculum from kindergarten through eighth grade, outlining important knowledge and skills that children should learn, providing tips for appraising student progress and for deciding whether the school is doing a good job, and suggesting ways to supplement the school's efforts at home. Part 3 examines issues such as character education and teaching children with special needs, discusses how parents can help children succeed in elementary school, alerts parents to issues and problems they might encounter, and considers ways parents can stay involved in their child's education. (KB)

ED 448 917 PS 029 145

Abbott, Lesley; Gillen, Julia
"Put the Baby Genius Kits in the Bin" (Ted Wragg, 2000): What Did

and academic skills. Specific exercises are provided throughout for parents to try with their children. Following an introductory chapter defining the Mozart Effect, the book is presented in nine chapters. Each chapter discusses a period of development from before birth to 8 to 10 years, focusing on neurological development, provides suggestions for appropriate musical experiences, presents information on particular programs or research, and concludes with a list of recommended Mozart selections. Included are discussions of musical instruction for children, the Kodaly method, Kindermusik, Suzuki violin instruction, the role of music in identity formation, music for stress management, using music with children with various disabilities, singing, Multiple Intelligences, the Orff technique, and the use of music to enhance academic skills of various types. Appended are reference notes for each chapter, a list of sound resources, and suggested works of Mozart and other children's songs. (Contains 125 recommended readings and recordings.) (KB)

ED 448 935 PS 029 167

Kinsey, Susan J.
Multiage Grouping and Academic Achievement. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Classroom Environment; Definitions; Developmentally Appropriate Practices; Elementary Education; *Grouping (Instructional Purposes); *Mixed Age Grouping; Research Problems; Teacher Influence
IDENTIFIERS- ERIC Digests

Noting that multiage classes during the elementary school years have been an option of educational practice in the United States since the introduction of graded education in the 19th century, this digest discusses the research on multiage education and its impact on academic achievement. Despite inconsistencies in research findings, those studies that report significant achievement outcomes for students in multiage classrooms over those in single-age classes demonstrate gains in language (including vocabulary and literacy measures) and mathematics. The key to interpreting research outcomes may be how multiage is defined. The digest points out that the academic benefits demonstrated for students in multiage classrooms may be the result of the classroom teacher's active facilitation and encouragement of cross-age learning opportunities. Widespread acceptance of the multiage model in elementary schools is unlikely until it is clear that multiage education leads to greater academic achievement. If careful attention is given to definition and selection of multiage classrooms, and detailed descriptions of classroom procedures are provided, research outcomes may reliably indicate which specific aspects of multiage classroom practices are most beneficial. (Contains 16 references.) (HTH)

ED 448 936 PS 029 171

Amato, Tracey L.
NACA Member Legislative Reference Guide, 2001. Revised.

and remote education, and other strategies. Appendices contain 26 references, extracts from international treaties, and lists of hearings and submitters. (TD)

ED 448 953 RC 022 693

Wilkie, Meredith; Newell, Susan
School Communities: National Inquiry into Rural and Remote Education.
PUB DATE- 00
NOTE- 81p.; For documents related to the National Inquiry into Rural and Remote Education Project, see RC 689-694. Chris Sidoti is the Human Rights Commissioner.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Schools; Case Studies; *Community Involvement; Community Schools; *Culturally Relevant Education; Educational Needs; Elementary Secondary Education; Equal Education; Foreign Countries; *Indigenous Populations; Native Language Instruction; *Parent Participation; School Community Relationship; *Self Determination
IDENTIFIERS- *Aboriginal Australians; Aboriginal Schools (Australia); Parent Committees; Place Based Education

This document focuses on ways that Australian Aboriginal parents and communities can get involved in schools. It reflects the recommendation given to the Australian Parliament by the Human Rights and Equal Opportunity Commission (HREOC) concerning the rights of Indigenous communities to self-determination within the education system. Chapters are devoted to seven different ways of getting involved in local schools, with examples drawn from actual experiences in different parts of Australia. The types of involvement described are parent committees, interagency committees, culturally appropriate schools, independent community schools, curriculum development, and teaching as an assistant teacher or aide. The last chapter describes how the best of these strategies have been combined in a culturally appropriate bilingual school with many Indigenous teachers and strong links with the local Indigenous community. Each chapter typically describes the main example in some detail, presents opinions about the example, discusses benefits and problems, identifies other examples, and presents recommendations from HREOC concerning the strategy or program discussed. (TD)

ED 448 954 RC 022 694

Balsamo, Fabienne
Education Access: National Inquiry into Rural and Remote Education.
PUB DATE- 00
NOTE- 144p.; For documents related to the National Inquiry into Rural and Remote Education Project, see RC 689-693. Prepared with David Robinson. Chris Sidoti is the Human Rights Commissioner.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Culturally Relevant Education; De Facto Segregation; Disabilities; *Disadvantaged Youth; *Distance Education; Educational Needs; Educational Policy; Educationally Disadvantaged; Elementary Secondary Education;

survey." "Community Engagement: An Inventory": briefly reviews research findings with practical implications for community engagement; describes four relevant resource centers; and presents the five-part Community Engagement Inventory. "Creating Safer Rural Schools: Involving the Community" discusses: risk factors for school violence; guidelines for creating a community team to plan school safety, identifying areas for action inside and outside the school, and planning for a crisis; and two recommended books. Two checklists cover: school policies and procedures to prevent violence; and physical features of the school building and campus. "Rural School Facilities Planning Process: A Checklist" presents a checklist that focuses on: gathering information before planning begins; designing a rural school to accommodate curricular and extracurricular activities; and planning a facility that engages the community. Six relevant books and organizations are listed. (SV)

ED 448 971 RC 022 750

Christiadi; Loveridge, Scott
A Comparison of Survey and Non-Survey Methods for Estimating County-Level Demand for Educational Attainment. Research Paper 2021.
SPONS. AGENCY- Kentucky Univ., Lexington. TVA Rural Studies Program.
PUB DATE- 00
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Attitudes; *Community Surveys; Education Work Relationship; *Educational Attainment; *Educational Demand; Employment Patterns; Labor Market; Questionnaires; *Research Methodology; Rural Areas; *Statistical Inference
IDENTIFIERS- *Occupational Distribution; *West Virginia

The Workforce Investment Act of 1998 shifts decision-making authority for funding of local job training programs from the federal government to state and local boards, which will need local decision-making tools to inform policy. One such tool is a method proposed by S. Goetz and D. Debertin to estimate demand for educational attainment at the county level utilizing nonlocal secondary data on employment patterns. The method focuses analysis on the demand of private businesses and makes possible a simple forecast of future demand. This paper estimates local demand for educational attainment in two West Virginia counties using the Goetz-Debertin (nonsurvey) method and compares results with those from a survey of local businesses. Two assumptions of the nonsurvey method are fixed proportions of occupations per sector and fixed proportions of educational attainment per occupation. Results indicate that differences in the distribution of businesses by size and by subsector across counties might affect final demand, but the nonsurvey method does not take this into account. Indications that proportions of input might change over time suggest that the nonsurvey method should use annual data sets such as the Current Population Survey. Conflicting with the nonsurvey method's second assumption is the finding that certain occupations in different sectors differ in demand for educational attainment. The study also found that the West Virginia counties' proportion of top-level occupations was substantially below national averages, suggesting underinvestment in education, and that businesses saw a real

This report details results of the 1998 Nebraska Rural Poll, which asked rural Nebraskans their opinions on taxes, school finance, and school consolidation. Survey responses were received from 4,196 residents of Nebraska's 87 non-metropolitan counties. When asked about the tax structure, most respondents favored changing the current distribution of state and local taxes to place less reliance on property taxes and individual income taxes and more reliance on sales tax and corporate income tax. About half of respondents felt that the recently enacted 10 percent cut in property taxes would not greatly affect public services but would reduce the quality of public education. A majority agreed that property tax rates for school districts should be capped, but considerable support existed for using state income taxes and local option sales taxes as alternative sources. Most respondents disagreed with setting a minimum size for schools to receive state aid, but opinions were mixed on whether school quality should be a factor in state aid. Most were satisfied with their local school district's allocation of funds, overall quality of education, and level of participation in the community. Respondents were more likely to support school consolidation if it lowered their taxes and improved educational quality, or if it didn't cause the closure of any existing school. However, over 70 percent of respondents believed that school consolidation would reduce their community's economy, social life, and future prospects, and about half felt that educational quality and student opportunities would decline. (Contains 18 data tables and figures.) (SV)

ED 448 988   RC 022 795

Tuthill, Shirley J., Comp.
Innovative Approaches in Rural Education. Rural Information Center Publication Series, No. 72.
PUB DATE- 00
NOTE- 41p.; For related documents in this series, see ED 414 121 and ED 361 151.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; Computer Uses in Education; Distance Education; *Educational Practices; *Educational Strategies; Elementary Secondary Education; Financial Support; Internet; *Organizations (Groups); Partnerships in Education; Periodicals; Professional Development; *Rural Education; Rural Schools; Special Needs Students; Teaching Methods

This publication contains an annotated bibliography and information on journals, organizations, and resources related to new approaches in rural education. The annotated bibliography describes 97 journal articles, ERIC digests, research reports, programs descriptions and evaluations, government reports, conference papers, and grant guides. Most entries were published 1997-2000. Categories are: general; curriculum design, teaching methods, and teacher training; distance education; funding for rural education (including grant guides and funding sources); partnerships in schools; special needs (cultural diversity, at-risk students, special education); and technology. Contact information is given for 27 educational journals, as well as equity assistance centers, regional educational laboratories, regional technology in education consortia, and other organizations and resources relevant to rural education. (SV)

SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ecology; *Environmental Education; High Schools; Higher Education; Science Activities; *Water Resources; *World Wide Web

Water on the Web (WOW) curriculum materials help students understand data taken from several water sampling robots called Remote Underwater Sampling Station (RUSS) units located in Ice Lake, Lake Independence, Lake Minnetonka, and Grindstone Lake in Minnesota. WOW allows high school and college students to monitor Minnesota lakes over the Internet. This project integrates state-of-the-art environmental monitoring with geographic information systems, data visualization, and in-depth educational materials. The goal is to train students to solve real world problems. The RUSS units provide remotely-programmable vertical profiling of temperature, dissolved oxygen, pH, electrical conductivity, and turbidity. Data and monitoring schedules are transmitted via cellular phone to the WOW Web site and ultimately the classroom. Students then conduct interactive inquiries of lakes and watersheds, conduct basic science experiments, and learn data analysis techniques. The curriculum is used to train students in water resources and advanced technology, helping them to better manage natural resources in the future. This booklet provides information about the project development, using and accessing water resources on the Web, curriculum materials for teachers and students, and other aspects of the project. (Contains 14 references.) (ASK)

ED 449 011   SE 064 348

Connecting to the Standards through Marine Science.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, MD. National Sea Grant Program.
PUB DATE- 00
NOTE- 96p.; Principal investigator was Rosemary Higgins. Co-investigator was Claire Antonucci. Funded by the NOAA, Office of Sea Grant and Extramural Programs, U.S. Department of Commerce.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Earth Science; Elementary Secondary Education; *Marine Education; Oceanography; Science Activities; Science Instruction; *State Standards
IDENTIFIERS- *National Science Education Standards; New Jersey; *Sea Grant Program

Marine and related environmental science topics represent a rich resource of meaningful material for New Jersey's educators as they seek to develop standards-based instructional strategies. By adopting and integrating the marine environment science programs and curriculum materials developed by the Education Program at the New Jersey Marine Sciences Consortium (NJMSC) into their classroom plans, teachers can begin to realize the goals of the content standards for their students. This document contains lesson plans related to the standards. Lesson and problem solving abilities. Teaching should incorporate hands-on activities and the tools of technology. Finally, assessment needs to involve interdisciplinary tools. The study found that professional development must incorporate the following initiatives to secure effectiveness: teachers must be the key to student learning; teachers must develop further expertise in content areas; development should focus on implementing effective teaching methodologies; teachers should have the opportunity to develop and plan collaboratively; and professional development should be sustained, ongoing, intensive, and fully supported by the administration. (Contains 43 references.) (ASK)

ED 449 033 SE 064 489

Shaul, Marnie S.
Federally Funded Math and Science Materials.
PUB DATE- 00
NOTE- 16p.; Major contributions by Arthur T. Merriam, Jr., Joseph G. Evans, and William H. Ewell. For the full report, see ED 445 940.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Resources; Elementary Secondary Education; Instructional Materials; *Mathematics Education; *Science Education; *Science Programs

This correspondence presents additional information on the July report "Math and Science Education: Comprehensive Information about Federally Funded Materials Not Available by the United States General Accounting Office." It provides information on each of the 61 materials, including the topics covered and a summary of their instructional goals. A table summarizes the duration of the instruction for which the materials were designed. (ASK)

ED 449 034 SE 064 490

ReSource Your Waste: A Teacher's Guide.
PUB DATE- 00
NOTE- 394p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; Elementary Education; Environmental Education; Lesson Plans; Middle Schools; *Natural Resources; Science Activities; Science Instruction; *Solid Wastes; Teaching Methods; *Waste Disposal
IDENTIFIERS- *Missouri; Natural Resources Management

This curriculum guide is intended for teachers of students in grades 4-8 and may be used as supplementary lessons, especially for science and social studies. The guide is divided into four major sections, a glossary, and large appendix. Sections include: (1) Sources of Resources; (2) Sources of Wastes; (3) Integrated Waste Management; and (4) Managing Your Solid Waste. Each section features a detailed introduction on what students will learn and activities to help students understand the various waste topics. The activities are divided into a summary section, objectives, background information, procedures, suggestions for further study, and a resource list. Any worksheets or figures needed to complete the activities are also included. The appendix contains information on the

15 references.) (BT)

ED 449 058 SO 032 040

Parkinson, Wendy; Saunders, Sherryl
Cultural Literacy and Languages: Enabling Students To Learn To Live Together.
PUB DATE- 99
NOTE- 8p.; Paper presented at the World Congress of the International Society for Education through Art (InSEA) (30th, Brisbane, Australia, September 21-26, 1999). Funded by the Australia Council for the Arts.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Catholic Schools; *Cultural Literacy; *Curriculum Development; Elementary Secondary Education; Foreign Countries; Indigenous Populations; *Intercultural Communication; Language Role; Student Needs; Visual Arts
IDENTIFIERS- *Australia

Cultural understanding and intercultural communication are important for young people in today's world. Many communities, including Australia, are still negotiating reconciliation with indigenous peoples and the harmonious acceptance of all cultures within the national community. Addressing the United Nations Educational, Scientific, and Cultural Organization (UNESCO) education theme, "Learning to Live Together," this paper discusses Brisbane (Australia) Catholic Education's Key Learning Area of Cultural Literacy and Languages. The paper outlines both the curriculum framework and the practical application of the theory. A series of teaching modules has been developed to exemplify the infusion of five key concepts across the curriculum. It discusses two modules used in developing visual arts, "Using the Bible from an Asia-Pacific Perspective" and "Mambo Meets Manga." (Contains 10 references.) (BT)

ED 449 059 SO 032 042

Pacheco, Elida Maria Poitevin
An Art Teacher's Doing and Being.
PUB DATE- 99
NOTE- 9p.; Paper presented at the World Congress of the International Society for Education through Art (InSEA) (30th, Brisbane, Australia, September 21-26, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; *Art Teachers; Comparative Education; *Cultural Context; Elementary Education; Foreign Countries; *Individual Development; *Intercultural Communication; Teaching Conditions
IDENTIFIERS- Brazil; *Japan; *Teaching Perspectives

This paper describes the experience of a Brazilian art teacher who relocated to Japan to teach. The paper focuses on the teacher's experience with Brazilian manners, Japanese culture, and art. It reports on her teaching experiences, such as her general aims in teaching, her recollections of several adult Venezuelan and Japanese female students, and her conversations (in English) with Japanese elementary school children. The

NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Cultural Context; *Cultural Differences; *Curriculum Development; Developing Nations; Elementary Secondary Education; Foreign Countries; Preservice Teacher Education; Professional Development; Social Studies
IDENTIFIERS- California (Kern County); California State University Bakersfield; Fulbright Hays Seminars Abroad Program; Historical Background; *Mexico

California State University Bakersfield (CSUB) is a major and growing supplier of new teachers for Kern County, California. A program was developed to help new teachers, most of whom are not Hispanic, understand the 45% Hispanic school population in Kern County. It is important for teachers to know and understand what they can of the similarities and differences between Mexican and U.S. culture. This paper, which outlines a program for developing teacher knowledge, explains how the two countries developed, how the two cultures compare today, and why teachers need to know. It discusses the differences between the Mexican and U.S. education systems. (Contains 12 references.) (BT)

ED 449 081 SO 032 447

Benson, Pamela
Mexico and Guatemala: A Portfolio of Supplementary Lessons on Indigenous People. Fulbright-Hays Summer Seminars Abroad Program, 2000 (Mexico and Guatemala).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Civil Liberties; Cultural Background; *Cultural Context; Curriculum Development; *Curriculum Enrichment; Foreign Countries; Geography Instruction; History Instruction; *Indigenous Populations; *Maya (People); Mayan Languages; Middle Schools; Social Studies
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *Guatemala; Mayan Civilization; *Mexico

At the present time, approximately 50% of the population of Guatemala is classified as indigenous, while in Mexico the figure is estimated to be between 10% and 15%. The figures are deceptive, however, since there is no legal definition of what constitutes an Indian in either country. This unit contains lessons that focus on indigenous groups in both Guatemala and Mexico. The lessons are meant to supplement a study of the history and geography of these two countries. The lessons focus on Mayan children, the poetry of Humberto Ak'abal, Mayan language, Mayan folk tales, and Mayan textiles. Includes information on Mexican education and news and opinions from local newspapers. (BT)

ED 449 082 SO 032 448

Brown, Kathryn
Unit on Mexican and Guatemalan Archaeology. Fulbright-Hays Summer

not known to what extent the success of the intervention was due to its placement within the discipline of science. This study asks whether the adaptation of the steps and audience roles to civics, a more loosely structured discipline, would produce similar results, and what issues and possibilities arise when this participant structure is introduced to real elementary civics classrooms. Two cases were examined and compared. Problem-solving steps and audience roles appropriate to civics were introduced to two fourth grade suburban classrooms located between Seattle, Washington, and Tacoma, Washington. Classroom talk before, during, and after the introduction of the steps and audience roles was gathered during 12 class sessions using audio and video recorders. Interviews of teachers and selected students were conducted. Data were analyzed qualitatively to ascertain the degree to which teachers and students engaged in substantive talk (particularly during small group reporting episodes) and the impact of civics problems on the talk of the students. Students in both classrooms demonstrated high levels of substantive engagement (defined as students seeking understanding, challenging one another, and seeking agreement). Engaging with civics problems, however, was difficult for students. Of particular concern was the lack of definition of civics problems and the inability within civics to confirm the veracity of proposed solutions. (Contains 2 figures and 37 references.) (BT)

ED 449 103 SO 032 492

Foster, Randy; Mapp, Amy; Fleming, Maria, Ed.
A Place at the Table: Struggles for Equality in America. Teacher's Guide and Student Text .
PUB DATE- 00
NOTE- 179p.; Accompanying videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil Rights; *Freedom; Secondary Education; Social Studies; Thematic Approach; *United States History
IDENTIFIERS- *Equality (Social); Writing Prompts

"A Place at the Table" contains a teacher's guide, a 40-minute videotape and a 144-page textbook. The kit is designed to help students explore the historical, ongoing struggle to realize the national ideals of freedom and equality. This teacher's guide comprises 13 lesson plans (one for the video and one for each of the 12 chapters in the textbook); answers to objective questions are provided. If teachers wish to conduct an in-depth thematic course in U.S. history, they may choose to follow the entire guide. Teachers may also use the video lesson alone or select any of the chapter lessons in the guide for a one-day unit. The guide details classroom strategies for before viewing and provides suggested prompts for discussion, writing, and extension activities after viewing. The student textbook examines the courageous efforts of some "unsung heroes" who toppled barriers in education, voting, employment, housing, and other areas to participate more fully in democracy. The book contains stories of women and men who crossed ethnic, racial, religious, and other divides to help further the cause of justice. Following an introduction by the editor, the book contains these stories: "Apostles of Liberty" (Harriet Sigerman); "Who Claims Me?" (Gary Collison); "Freedom's Main nutrition, describing and illustrating the importance of using the Food Guide Pyramid and eating from the meat and protein group. Colorful photographs support early readers in understanding the text. The repetition of words and phrases helps early readers learn new words. The book also introduces early readers to subject-specific vocabulary words, which are defined in a section on words to know. The eight sections include: "The Food Guide Pyramid," "The Meat and Protein Group," "Kinds of Meat and Protein," "Servings and Energy," "Words to Know," "Read More," "Internet Sites," and "Index/Word List." (SM)

ED 449 126 SP 039 700

Frost, Helen
The Grain Group. The Food Guide Pyramid.
PUB DATE- 00
NOTE- 24p.; Consulting Editor: Gail Saunders-Smith. Consultant: Linda Hathaway. For other books in the series, see SP 039 696-697 and SP 039 699-703.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Health; *Comprehensive School Health Education; *Eating Habits; Elementary Education; Elementary School Students; *Grains (Food); Health Promotion; *Nutrition Instruction
IDENTIFIERS- *Food Guide Pyramid

This booklet for young children is part of a series that supports national science standards related to physical health and nutrition, describing and illustrating the importance of using the Food Guide Pyramid and eating sufficient servings of grains. Colorful photographs support early readers in understanding the text. The repetition of words and phrases helps early readers learn new words. The book also introduces early readers to subject-specific vocabulary words, which are defined in a section on words to know. The eight sections include: "The Food Guide Pyramid," "The Grain Group," "Foods in the Grain Group," "Servings," "Words to Know," "Read More," "Internet Sites," and "Index/Word List." (SM)

ED 449 127 SP 039 701

Frost, Helen
The Vegetable Group. The Food Guide Pyramid.
PUB DATE- 00
NOTE- 24p.; Consulting Editor: Gail Saunders-Smith. Consultant: Linda Hathaway. For other books in the series, see SP 039 696-697 and SP 039 699-703.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Health; *Comprehensive School Health Education; *Eating Habits; Elementary Education; Elementary School Students; Health Promotion; *Nutrition Instruction
IDENTIFIERS- *Food Guide Pyramid; *Vegetables

This booklet for young children is part of a series that supports national science standards related to physical health and new sites. These sources provide three configurations of high school reform, professional development, and accountability, reflecting a range of school improvement conditions at a point in time and a trajectory of reform and policy conditions over the past decade. This report summarizes research completed in the first 2 years of a 3-year study of teacher learning in the context of high school reform. Section 1 locates new cases in a regional context of professional development and other forms of assistance. Section 2 introduces the two case study sites and summarizes preliminary findings. Section 3 comments on discoveries to date and priorities for subsequent analysis. (Contains 31 references.) (SM)

ED 449 146 SP 039 723

Halpern, Diane F.
Sex Differences in Cognitive Abilities. Third Edition.
PUB DATE- 00
NOTE- 420p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Brain; *Cognitive Ability; Educational Theories; Elementary Secondary Education; Genetics; Higher Education; Intelligence; Memory; Psychomotor Skills; Research; *Sex Differences; Sex Role; Sex Stereotypes; Sexuality; Verbal Ability; Visual Perception
IDENTIFIERS- Hormones; Psychosocial Factors; Social Learning Theory

This book examines the science and politics of cognitive sex differences, reflecting theories and research in the area over the past several years. Eight chapters discuss: (1) "Introduction and Overview" (e.g., theoretical approaches, values and science, and terminology); (2) "Searching for Sex Differences in Cognitive Abilities" (e.g., the need for research, understanding research results, and evaluating research claims); (3) "Empirical Evidence for Cognitive Sex Differences" (e.g., intelligence, memory, and similarities); (4) "Biological Hypotheses Part I: Genes and Hormones" (the notion of biological determination, behavioral genetics, and sex hormones); (5) "Biological Hypotheses Part II: Brains, Evolutionary Pressures, and Brain-Behavior Relationships" (e.g., introduction to the brain, the sexually dimorphic brain, and sexual orientation and the brain); (6) "Psychosocial Hypotheses Part I: Sex Role Stereotypes through the Lifespan" (e.g., gender as a social construction, how stereotypes direct and reflect reality, and sex-linked socialization practices through the lifespan); (7) "Psychosocial Hypotheses Part II: Theoretical Perspectives for Understanding the Role of Psychosocial Variables" (e.g., learning theories, social learning theory, and social ecology); and (8) "Using a Psychobiosocial Perspective To Understand Cognitive Sex Differences" (myopia USA, a psychobiosocial perspective, and into the future). (Contains approximately 900 references.) (SM)

ED 449 147 SP 039 726

Feiman-Nemser, Sharon; Schwille, Sharon; Carver, Cindy; Yusko, Brian
A Conceptual Review of Literature on New Teacher Induction.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99

research errors that expands on the four types of error commonly discussed in the research literature. Examples are presented to illustrate Type I and Type II errors, errors related to the interpretation of statistically significant and nonsignificant results respectively, with attention given to the control of both types of error. Then an explanation of typical errors that fall into the Type III (incorrect inferences about result directionality) and Type IV ("effects error") categories is offered, along with examples of erroneous conclusions researchers draw when committing these errors. Six additional types of errors are proposed for addition to the typology, with a discussion of how attention to these newly identified error categories can be useful in improving the quality of educational research. These error types are: (1) internal replication error; (2) reliability generalization error; (3) heterogeneity of variance/heterogeneity of regression error; (4) test statistic distribution error; (5) sampling bias error; and (6) degrees of freedom error. (Contains 66 references.) (SLD)

ED 449 167 TM 032 245

Ediger, Marlow
Assessment, Geography, and the Student.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Criterion Referenced Tests; Elementary Secondary Education; Evaluation Methods; *Geography; *Portfolio Assessment; Portfolios (Background Materials); *Standardized Tests; State Programs; *Student Evaluation; Testing Programs

This paper discusses diverse approaches to be used in assessing student achievement in geography. Criterion-referenced tests (CRT) are generally developed at the state level, and 48 of the 50 states have some form of CRT. As a result, objectives for teachers to use in teaching geography have been written at the state level, and the CRT is aligned with these objectives. Points to check in assessing the quality of the CRT are outlined. Some states use standard tests to measure student achievement in geography, but this may result in an emphasis on learning selected facts for the test. Teacher-written test items may well measure cognitive achievement in geography beyond the mere recall of factual information. Another useful approach is the use of portfolios, for which each student, with teacher guidance, may develop a portfolio to show progress and achievement. The scope of the portfolio can be much greater than that of standardized tests and CRTs. (SLD)

ED 449 168 TM 032 246

Franklin, Teresa
Predictors of Ohio K-4 Student Competencies on the National Educational Technology Standards.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

ED 449 189 TM 032 297

Bierschenk, Inger
Do the Humanities Contribute to Education? No. 75.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Citizenship Education; Foreign Countries; *Higher Education; *Humanities; *Literature; *Moral Values; *Novels; Social Values
IDENTIFIERS- *Futures Education; *Perspective Text Analysis; Sweden

The focus of this article is whether pure literature can contribute to education. As part of the study of modern literature in Swedish upper secondary school, novels about the future were examined, especially some that take a critical position toward modern civilization. In an experiment using the Perspective Text Analysis approach of B. Bierschenk and I. Bierschenk (1993), a master text was chosen that had shown the theoretically rooted dimensionality of "futurism" as a socially valid concept. Students (18 year olds) were given the task of writing about a novel using concepts from the master text, focusing on "public morality" for the analysis. The hypothesis tested was that a novel writer contributed to the edification of the public only if he or she translates some structural dimension in an ongoing process of civilization. To this translation is attached the sense of public morality. The three novels studied were "Brave New World" by Aldous Huxley (1932), "En levande sjal" ("A Living Soul") by P. C. Jersild (1980), and "The Handmaid's Tale" by Margaret Atwood (1985). The study found that when the students' responses were matched against the master structure, only one of the three novels, Huxley's "Brave New World," met the criterion of being educational with respect to futurism. It contributes to education by mediating an ideology behind a civilization process with a sense of morality. (Contains 18 references.) (SLD)

ED 449 190 TM 032 298

Bierschenk, Inger
Testing for Competence. No. 76.
PUB DATE- 00
NOTE- 17p.; Published with financial support from the Danish Research Councils.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Competence; Definitions; *Learning; *Problem Solving; *Qualifications; Secondary Education; Secondary School Students; *Secondary School Teachers; *Student Evaluation
IDENTIFIERS- *Perspective Text Analysis; Sweden

The aim of this article is to draw a distinction between qualification and competence. Although academic institutions, organizations, companies, and schools are focusing on competence development as the natural answer to new technical and societal demands, no one has provided a satisfactory operational definition of "competence." A dictionary search has shown that different areas of science and the humanities conceive of competence from an analytical point of view, but the Latin word on which the word is based comprises properties of intentionality, adding both dynamic and individual

NOTE- 18p.; Paper presented at the Annual Meeting of the
Southwest Educational Research Association (New Orleans, LA,
February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Meta Analysis; *Statistical Significance
IDENTIFIERS- *Fail Safe Strategies

The fail-safe N is typically a "what if" analysis applied to studies rather than to a single study. This statistical procedure provides information regarding the stability of a meta-analysis by demonstrating how many nil-null articles would be needed to change the statistically significant results to a statistically nonsignificant finding. The relevant issues such as statistical significance testing, the "file drawer problem," and how they relate to the fail-safe N are discussed. The paper also explains the fail-safe N procedure in some detail using concrete heuristic examples, and a generalization of the method for use in a single study. (Contains 2 tables and 17 references.) (Author/SLD)

ED 449 211 TM 032 356

Deegear, James
Recent Literature on Whether Statistical Significance Tests
Should or Should Not Be Banned.
PUB DATE- 01
NOTE- 23p.; Paper presented at the Annual Meeting of the
Southwest Educational Research Association (New Orleans, LA,
February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials
(070),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Effect Size; Literature Reviews; *Research
Methodology; *Statistical Significance; Test Use
IDENTIFIERS- Research Replication

This paper summarizes the literature regarding statistical significant testing with an emphasis on recent literature in various discipline and literature exploring why researchers have demonstrably failed to be influenced by the American Psychological Association publication manual's encouragement to report effect sizes. Also considered are defenses of statistical significance. Statistical significance testing can become a measure of the sample size a researcher has used to analyze data, in that the premium placed on obtaining statistical significance overshadows what the data actually indicate about the hypotheses. Perhaps the most productive course of action is to identify a hybrid approach that uses arguments from both sides in the debate over statistical significance testing. Reporting of statistical significance findings may continue, but researchers may be required by scholarly journals to report effect sizes and support for replication and extension studies. (Contains 30 references.) (Author/SLD)

ED 449 212 TM 032 357

Cromwell, Susan
An Introductory Summary of Various Effect Size Choices.
PUB DATE- 01

PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Educational Assessment; High School Students; High Schools; *High Stakes Tests; *Portfolio Assessment; Portfolios (Background Materials); *Standardized Tests; State Programs; Testing Programs

This paper discusses the rationale behind and uses of high stakes testing. Much of the support for high stakes testing comes from a desire to boost student achievement by increasing student and teacher motivation to do well. There are many disadvantages to high stakes testing, including inappropriate use of the test, inadequate test development, and the adverse effects of pressure to perform on students. High stakes tests may not measure what students really need to know or what they are really learning. In many states, schools have not aligned their curricula with the high stakes state-mandated test, and many tests have not been developed to take aspects of the curriculum into account. Students should be evaluated through multiple means, which could include the use of portfolios. Some suggestions are given for portfolio use for learning and assessment. (SLD)

ED 449 235 UD 032 903

Summer Activities of Students Enrolled in Grades 1-12. Indicator of the Month.
PUB DATE- 99
NOTE- 4p.; One of 60 indicators from "The Condition of Education 1998."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Elementary School Students; Elementary Secondary Education; Internship Programs; Part Time Employment; *Recreational Activities; *Secondary School Students; *Student Employment; *Summer Programs; Summer Schools

Students engage in a variety of activities during their summer vacations that provide them with educational opportunities. In the summer of 1996, 9% of students in grades 1 through 12 attended summer school, and 38% participated in other organized summer activities. Among the students who were enrolled in grades 8 through 12, 26% worked for pay during the summer, 2% participated in unpaid internships, and 9% participated in community service. Examining the activities in which students participate may indicate the opportunities that students and their parents value most. (Contains one table and three graphs.) (SLD)

ED 449 236 UD 033 762

Loosli, Saren Eyre
Making an Impact on Out-of-School Time: A Guide for Corporation for National Service Programs Engaged in After School, Summer, and Weekend Activities for Young People.
SPONS. AGENCY- Corporation for National Service.
PUB DATE- 00
NOTE- 165p.

issues, social engineering, timing of tuition payments, and state control. (Contains 48 notes.) (SM)

ED 449 255   UD 033 939

Bavolek, Stephen J.
The Nurturing Parenting Programs. Family Strengthening Series. Juvenile Justice Bulletin.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Asian Americans; At Risk Persons; Blacks; Child Abuse; Child Neglect; *Child Rearing; Children; Corporal Punishment; Empathy; Hispanic Americans; Minority Groups; *Parent Child Relationship; Parent Role; *Parenting Skills; Program Evaluation; Self Concept
IDENTIFIERS- African Americans; Facilitators; *Nurturance

This bulletin describes how parenting patterns are learned and how the Nurturing Parenting Programs, a group- and home-based intervention effort begun with the support of the National Institute of Mental Health, help stop generational cycles of abuse and neglect by building nurturing parenting skills. Section 1 examines the need for effective intervention. Section 2 discusses how parenting patterns are learned (process and product, abusive and nurturing parent continuum, parent experiences, and behavior and self-image). Section 3 examines abusive parenting and childrearing (e.g., inappropriate parental expectations of children, lack of empathy toward children's needs, and belief in the value of physical punishment). Section 4 discusses theoretical assumptions of the Nurturing Parenting Programs (the family is a system, empathy is the most desirable quality in nurturing parents, parenting exists on a continuum, and no one truly prefers abusive interactions). Section 5 examines program objectives, including: stopping the intergenerational cycle of abuse by building parenting skills, reducing recidivism rates in families receiving social services, and reducing juvenile delinquency rates among at-risk youth. Section 6 presents program content, including target populations, adaptations for special populations, program formats, staff, and session content. Section 7 discusses facilitator qualifications and training. Section 8 describes program evaluation, which indicates that participants show significant posttest changes in parenting attitudes and childrearing practices. (Contains 14 references.) (SM)

ED 449 256   UD 033 940

Integrating Mental Health in Schools: Schools, School-Based Centers, and Community Programs Working Together. A Center Brief.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 00
NOTE- 23p.; Paper is based on articles and documents supported by the Robert Wood Johnson Foundation and the U.S. Department of Health and Human Services, Office of Adolescent Health.
LANGUAGE- English

(020),Numerical/Quantitative Data (110)
DESCRIPTORS- Higher Education; Information Science; *Library Education; *Library Schools; Library Science; *Statistical Analysis; *Statistical Data; Tables (Data)
IDENTIFIERS- *Association for Library and Info Science Education

This volume is the twentieth annual statistical report on library and information science (LIS) education published by the Association for Library and Information Science Education (ALISE). Its purpose is to compile, analyze, interpret, and report statistical (and other descriptive) information about library/information science programs offered by schools that are members of ALISE. This edition reports information about the 56 member schools offering degree programs in LIS that have been accredited by the Committee on Accreditation (COA) of the American Library Association (ALA). As only two of the nine ALISE institutional members who do not offer a master's program accredited by ALA have chosen to provide information this year, information about these schools is not provided. No data are collected for the eight international ALISE affiliate members. An "Introduction to the 1999 ALISE Statistical Report and Database" is given by Evelyn H. Daniel and Jerry D. Saye. The body of the report consists of 178 tables of statistics in the following sections: Faculty (Timothy W. Sineath); Students (Jerry D. Saye with Wen-Chin Lan); Curriculum (Daniel D. Barron and Kelly Blessinger); Income and Expenditure (Fred W. Roper and John N. Olsgaard); and Continuing Professional Education (Jana Varlejs). Elizabeth Aversa, the author of this year's Summary and Comparative Analysis chapter, provides a guide for deans and directors on how to use the data in the Statistical Reports to a program's best advantage in marketing, budgeting, and planning. (AEF)

ED 448 780   IR 057 937

Riedling, Ann Marlow
Reference Skills for the School Library Media Specialist: Tools and Tips.
PUB DATE- 00
NOTE- 140p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Information Services; Information Sources; Learning Resources Centers; Librarians; *Library Education; *Library Services; *Media Specialists; *Reference Services; *School Libraries

This book is designed for courses that prepare college and university students for undergraduate or graduate degrees in school library media. Its objectives are to teach basic reference processes, sources, services, and skills and to provide authentic school library media reference scenarios for reflection and guided application. The book addresses current issues and concepts of reference sources and services as they concern today's library media specialists and offers practical examples to give prospective media specialists insight into the situations that arise in school library media centers. The manual is divided into five parts. "Part I: What Is Reference All About?" discusses reference processes, sources, and services, focusing on the human side of reference work. It addresses significant school library media reference terminology, techniques, and concepts, as well as research processes and models. Selection, evaluation, and maintenance of

PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Ability; Academic Achievement; College Outcomes Assessment; Community Colleges; *Instructional Effectiveness; *Prerequisites; *Required Courses; Two Year Colleges
IDENTIFIERS- *Miami Dade Community College FL

This report addresses the success of students as they progress through reading, English, and mathematics course sequences at Miami-Dade Community College (M-DCC) (Florida). Results suggest that passing prerequisite courses does not ensure that students are adequately prepared for the next course in the sequence, especially in the lower level college preparatory courses or when earning "C" grades in college-level courses. Pass rates in reading courses, ranging from 58% to 64% for students who successfully completed the prerequisite course the previous term, suggest that students were reasonably well prepared. However, mathematics course pass rates indicate that students were not prepared by simply passing the prerequisite course. For college-level English and mathematics courses, students who earned higher grades in the prerequisite courses were better prepared for the next course than students who passed with "C" grades. Results also varied by course within subject areas, with some courses in a sequence appearing to be more difficult for students than others, even after successfully completing the prescribed prerequisite course. In most cases, students placed directly into courses by test scores were more successful than students who progressed through college preparatory or prerequisite courses. (JA)

ED 448 800 JC 010 070

2020 Vision: A Strategic Agenda for Kentucky's System of Postsecondary Education.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Planning; Educational Strategies; Futures (of Society); *Long Range Planning; *Strategic Planning; Technical Institutes; *Two Year Colleges; Universities
IDENTIFIERS- *Kentucky

The paper discusses educational planning for Kentucky Community and Technical College System. A responsive and flexible system of postsecondary education is the most important tool needed to help Kentucky flourish in the early decades of the 21st century. Right now, the proportion of the population with less than a high school diploma is greater in Kentucky than all but one of their competitor states. The efforts to change and improve services will lead to various benefits for the stakeholders: there will be less bureaucratic interference for student transfer; business will have a well-trained workforce; and teachers and administrators will benefit from teacher preparation programs and professional development opportunities. The Council on Postsecondary Education is charged with leading the reform efforts envisioned by state policy leaders. Over the coming months, the development of an

IDENTIFIERS- *Hagerstown Community College MD

Recent shifts toward collaborative learning and learner-centered language indicates that: (1) student diversity is increasing; (2) delivery, interaction, and assessment must occur across an expanding range of contexts, cultures, and knowledge parameters; and (3) learners must be empowered to accept responsibility for their learning and also to collaborate with others in complicated, dynamic, and ambiguous settings. Bureaucratic inertia and a seemingly conflicted mission may oppose these shifts. The Hagerstown Community College (HCC) Technology/SCANS pilot program: (1) reassigns the locus of control for learning to the students; (2) re-energizes learners and instructors with intrinsic and extrinsic motivators; (3) actively engages learners in creating solutions that require managing conflict and creating collaboration among disparate groups; and (4) develops appropriate assessment methodology. A new HCC learning paradigm is emerging with the result that learners are becoming more independent, self-critical, and willing to reach beyond the classroom to create knowledge; are more willing to risk controversy and manage conflict to achieve a goal; are emerging as leaders in the work environment; and are more innovative in their ethical and theoretical approaches to educational, work, and social contexts. Further discussion, research, and the establishment of "best practices" are needed. (PGS)

ED 448 821 JC 010 093

Annual Outcomes Assessment Report, 1997-98. Student Learning Outcomes.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *College Outcomes Assessment; *Community Colleges; *Competency Based Education; *Course Evaluation; *Curriculum Development; Educational Assessment; Educational Objectives; Evaluation Methods; Lifelong Learning; *Outcome Based Education; Program Development; Two Year Colleges
IDENTIFIERS- *Spokane Community College WA

This document describes the 1997-98 Student Learning Outcomes (SLO) Initiative at Spokane Community College (SCC) in Washington. The SLO mission is to define and integrate critical Student Learning Objectives and Abilities into college-wide, outcomes-based curricula so that students in all courses of study show understanding and proficiency in becoming productive citizens and lifelong learners. The SLO Initiative identified four critical Abilities: (1) responsibility; (2) communication; (3) problem-solving; and (4) global awareness. In addition to funding 37 mini-grants to facilitate integration of these abilities and related assessment tools into courses, SLO coordinated faculty and staff development efforts, remodeled the curriculum review process for new or revised courses, and created a Web page to demonstrate and reinforce SLO's purpose and accomplishments. The SLO budget and a detailed description of each mini-grant are included. SLO issues include adjusting for the impact of high rates of administrative and faculty turnover, training of new personnel about outcomes and assessment, and continuing pressure to meet (and to help revise future) legislative performance measures in a way consistent with the SLO Initiative. (PGS) full list of prioritized division needs, comprises the second half of the report. At the end of the Strategic Goals section is Attachment 1, the college's General Education Outcomes and Competencies that impact the Teaching/Learning Goal. (JA)

ED 448 842 JC 010 120

Gitomer, Rivalee J.
Interpreting Ethics: A Step towards Professionalism for Community College Students Entering Early Childhood Education.
PUB DATE- 87
NOTE- 83p.; Ed.D. Practicum II Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Child Caregivers; *Codes of Ethics; *Day Care; *Early Childhood Education; Ethics; *Moral Values; Teacher Role; Two Year College Students; Two Year Colleges; *Values Clarification
IDENTIFIERS- Nova University FL

This report discusses a practicum which addressed the needs of community college students in Early Childhood Education to evaluate ethical problems that occur in their professional encounters with children, parents, faculty, and staff. In a review of the literature, it was found that there was a need to provide these skills to future teachers. The practicum goals were: (1) to teach values clarification techniques to early childhood education students; (2) to address ethical problem-solving skills in their approach to reaching decisions when an ethical dilemma arose; (3) to provide an atmosphere where students working in small groups could reach ethical solutions to problems; and (4) to establish a list of "Thou Shalts." In selecting a format to help community college students solve ethical problems, classroom lectures, independent study modules, and videotaping for public television and classroom workshops were all considered. The initial presentation was a series of mini-workshops. This was revised and presented in one class period. Upon completion of the practicum, 94.65% of the students were able to use value clarification skills. Ethical problem-solving skills were demonstrated by 80.31% of the students, and seven of eight classes worked together, cooperatively reaching ethical decisions. Contains 63 references. (Author/JA)

ED 448 843 JC 010 121

Wild, Nancy
Rogue Community College Student Satisfaction Survey, Winter 2000. Management Report: ABE/GED Program.
PUB DATE- 00
NOTE- 52p.; Prepared for the Rogue Community College, Institutional Effectiveness Task Force.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Community Colleges; *Institutional Evaluation; *Participant Satisfaction; *School Effectiveness; Student Reaction; Student Surveys; Two Year Colleges
IDENTIFIERS- Student Satisfaction

The report discusses the winter 2000 student satisfaction survey at Rogue Community College (RCC) (Oregon). The annual survey is an important tool by which the college measures its achievement in the areas of services, classes, and facilities. The primary purpose of the study is to obtain feedback from attending

IDENTIFIERS- *False Beliefs

Noting that the lower performance of low-income children on false belief tasks in comparison to that of middle-income children has not been adequately explained, this study examined the possibility that black children's experiences and talents with storytelling may facilitate their performance on false belief tasks when narrative questions are used. Participating in the study were 36 black and 36 white low-income preschool children (average age 53 months). The children were given two types of false belief (FB) tasks, standard and narrative FB tasks. It was hypothesized that black children would perform better than white children on narrative FB tasks and that black children would perform better on narrative questions than they would on standard questions. Results indicated that black children's scores on the standard and narrative questions were equivalent, but that white children's narrative FB scores were significantly lower than their standard FB scores. Overall, black children had higher scores than white children on narrative questions. Black children's cultural experience with storytelling is cited as a possible reason for their performance on FB tasks. (Contains 14 references.) (KB)

ED 448 862 PS 029 081

Peterson, David W.; Schmidt, Chad; Flottmeyer, Ellen; Weincke, Sarah
Block Scheduling: Successful Strategies for Middle Schools.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual National Middle School Association Conference (27th, St. Louis, MO, November 2-4, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Block Scheduling; Classroom Environment; Educational Improvement; Instructional Innovation; *Middle Schools; Program Descriptions; Program Effectiveness; *Time Factors (Learning)

In this paper, educators in a suburban middle school promote the positive educational outcomes from an alternating-day block schedule at their middle school. Comparisons are cited in student achievement and school climate indicators between the block schedule and the eight-period day with shorter classes. The paper cites several advantages of the block schedule and presents data suggesting that this type of scheduling system promotes academic achievement, increases creative approaches to instruction, and improves school climate. (Author/EV)

ED 448 863 PS 029 083

Schaefer, Stephanie; Cohen, Julie
Making Investments in Young Children: What the Research on Early Care and Education Tells Us. Issue Brief.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 00
NOTE- 7p.; This issue brief was developed as a result of a meeting for NACA member organizations, "Translating Research into Advocacy: Recent Findings in Early Care and Education" (Atlanta, GA, February 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)

latchkey children, many public schools are now developing some form of school-based or school-related before- and after-school child care programs. The purpose of this fastback is to examine: (1) organizational criteria and structures of school-age child care programs; and (2) key issues that school personnel must address in order to develop an effective child care program affiliated with or administered by a public school. Following an introduction, the fastback's contents cover: (1) the effective child care program; (2) regulations and licensing; (3) types of child care programs (programs by age of children served, programs by type of sponsorship); (4) a typical school-age child care program (mission statement/major goals, program size and scope, calendar and hours of operation, staffing, staff qualifications and training, communication and public relations issues, curriculum and activities, financial matters); (5) miscellaneous issues (e.g., special needs, summer programs); and (6) resources. (Contains 13 resources.) (EV)

ED 448 883 PS 029 108

Morgan, Ronald R.; Ponticell, Judith A.; Gordon, Edward E.
Rethinking Creativity. Fastback 458.
PUB DATE- 00
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Creative Development; Creative Thinking; *Creativity; *Creativity Research; Educational Environment; Educational Improvement; Intelligence; Motivation; Personality; Rewards
IDENTIFIERS- Emotional Intelligence

While intelligence plays an important role in understanding human behavior, it is through creativity that we can understand a human's ability to cope with challenging situations in novel and appropriate ways. This fastback explores theories and research on creativity. Its chapters are: (1) "Looking for Creativity," describing six multidisciplinary approaches to the study of creativity; (2) "Investing in Creativity," discussing traits of creative people and the importance of a supportive environment; (3) "Do Rewards Undermine Creativity?" exploring whether extrinsic rewards dampen children's creativity; (4) "Intelligence, Personality, and Motivation," addressing how these three constructs relate to instructional effectiveness; (5) "The Emotional Literacy Movement," discussing aspects of emotional intelligence and its instruction; and (6) "Recommendations for Education Programs," providing perspectives from several theorists on how education can better foster higher-level cognitive skills and creativity. (Contains 48 references.) (EV)

ED 448 884 PS 029 109

Keller, Mary M.; Decoteau, Glynn T.
The Military Child: Mobility and Education. Fastback 463.
PUB DATE- 00
NOTE- 41p.; Sponsored by the Central Texas Chapter of Phi Delta Kappa International.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Family Mobility; *Military Personnel; Military Service; *Relocation; Resilience (Personality); *Student Adjustment; Student Mobility; Teacher

children are detained, programs of rehabilitation for those children, protection of children against ill-treatment and torture, and penalties applied to officials or agents of the State responsible for violations perpetrated against children. The report next presents recommendations in these areas: (1) criminal responsibility of the child; (2) right to be heard in any procedure; (3) sanctions applied to children; (4) definition and prohibition of torture-protection measures; (5) prosecution of those responsible for torture and physical ill-treatment of children; (6) protection during detention; and (7) sanctions in case of arbitrary arrest or detention. The report then provides concluding observations and recommendations, including follow-up measures undertaken and progress achieved by the State party, factors and difficulties impeding further progress in implementation of the Convention; and principal subjects of concern and committee recommendations in areas including legislation and institutional reform, coordination and monitoring, civil rights and freedoms, family environment [illegible] alternative care, basic health and welfare, and education, leisure, and cultural activities. (HTH)

ED 448 901   PS 029 126

Benninger-Budel, Carin
Rights of the Child in South Africa: Violence against Girls in South Africa.
PUB DATE- 00
NOTE- 69p.; Report prepared by the World Organisation Against Torture (OMCT) for the Committee on the Rights of the Child and presented at a Session of the Committee on the Rights of the Child (23rd, Geneva, Switzerland, January 2000). Beth Krzyznowski also contributed to this report.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Abuse; Child Advocacy; Child Safety; *Child Welfare; Childhood Needs; Children; *Childrens Rights; Civil Rights Legislation; Compliance (Legal); Family Violence; *Females; Foreign Countries; Government Role; Law Enforcement; Safety; Victims of Crime; Well Being
IDENTIFIERS- Equal Access; *South Africa; Torture; Torture Victims; *United Nations Convention on Rights of the Child; Victimization

This report to the United Nations Committee on the Rights of the Child contains observations of the World Organisation Against Torture (OMCT) concerning the application of the U.N. Convention on the Rights of the Child by the nation of South Africa. Noting that the Convention is the only "mainstream" human rights instrument that explicitly states the rights apply equally to female and male children, the report first provides observations and recommendations concerning violence against girls in South Africa. General observations in this area indicate that despite Government efforts at the legislative, policy, and awareness levels, there remain, both in law and practice, discrimination against girls and conflict between the constitution and religious and customary laws which perpetuate harmful practices against girls. This section then examines: violence against girls in the family, including early marriages, bride prices, genital mutilation, and virginity testing; violence against women in the community, specifically rape, and trafficking and prostitution; and violence perpetrated by the state, noting emotional, physical, and sexual abuse of children in residential facilities such as

the Geniuses Say?
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Meeting of the European Conference on Quality in Early Childhood Education (EECERA) (London, England, August 29-September 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Caregiver Child Relationship; Child Development; *Creativity; *Early Childhood Education; *Early Experience; Infant Care; Infants; Models; Reflective Teaching; Theories; *Time; Toddlers; Videotape Recordings
IDENTIFIERS- *Educare; Einstein (Albert)

This paper uses the work of some of the acknowledged geniuses of the 19th and 20th centuries to reflect upon the practices of educarers to encourage young children's creativity and exploratory thinking and to raise questions about philosophies of educare with infants and toddlers. Beginning and ending with Albert Einstein, the paper considers how the implications of quantum theory upon time can be used to challenge linear accounts of changing ideas of child development. The paper maintains that thinkers of the past can exercise great influence upon the interpretations of the present and upon efforts to shape the future. The theorists discussed in this paper include Einstein, Vygotsky, Froebel, Montessori, Steiner, Margaret McMillan, and Susan Isaacs. Further, the paper, which was presented in conjunction with a videotape, notes how use of the videotape medium brings about an illusory present, in which audience members have the possibility to join in making links between evanescent moment of practice and the inspiring work of great thinkers, whether inside or outside the world of educare and young children. (Contains 24 references.) (KB)

ED 448 918 PS 029 146

Ligh, Gwendolyn T.
Traditional Gender Role Behaviors in Kindergartners' Choice of Play Activities.
PUB DATE- 00
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Patterns; Kindergarten; *Kindergarten Children; Observation; *Play; Primary Education; Sex Differences; *Sex Role
IDENTIFIERS- Choice Behavior; Preference Patterns

This study examined whether kindergarten-age children showed traditional gender role behaviors in their choice of play activities. Participating in the study were 9 boys and 11 girls, all 5 or 6 years old and attending the same kindergarten class in a middle size, suburban elementary school. Data on student choice behavior were gathered during the daily 45-minute choice time, based on observations and on interviews. It was hypothesized that a greater percentage of male participants than female participants would opt to play in those choice activities that had been determined as traditionally male (such as computers, blocks, Legos, and science table); that a greater percentage of female participants than male participants would opt to play in those choice activities that had been determined as traditionally female (such as art easel, art projects, playing with dolls, and cooking); and that similar percentages

PUB DATE- 01
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advocacy; *Child Advocacy; *Child Welfare; Childhood Needs; Children; Childrens Rights; Organizations (Groups); State Government; State Legislation
IDENTIFIERS- Agendas; *National Association of Child Advocates; *Priorities

Calling for action on a wide range of children's issues, this guide of the National Association of Child Advocates (NACA) delineates the state legislative agendas of 41 of its members from 33 states. The reference guide is presented in three sections. Section 1 contains the legislative priorities by topic area in a chart format indicating the priorities for each member and contact information for the lead staff person. Section 2 lists priorities by state for each NACA member in the areas of health, education, child welfare, economic security/family support, intervention, prevention, tobacco settlement fund use, and early care and education. Section 3 delineates the legislative successes of five NACA members. Areas given the greatest priority among NACA's members include foster care reform, expansions in the Earned Income Tax Credit, and increased access to health care. (KB)

ED 448 937 PS 029 174

Profiling Canada's Families II.
PUB DATE- 00
NOTE- 209p.; For 1994 edition, see ED 368 473.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Children; *Demography; Employed Parents; *Family Life; *Family Relationship; Family Size; *Family (Sociological Unit); *Family Structure; Foreign Countries; Marriage; *National Surveys; Social Influences; Socioeconomic Background; Statistical Data; Tables (Data); Unemployment
IDENTIFIERS- *Canada; Family Advocacy

Noting that Canadians have witnessed profound demographic, economic, social, cultural, and technological changes over the last century and the need for sound demographic information for future planning, this report is the second to identify significant trends affecting Canada's families. Following an introductory section providing relevant definitions and a historical perspective regarding changes in families, the report is organized in three parts: (1) "Canada's Families: Who They Are," including information on age structure, immigrants, population distribution, family types, marriage, divorce, parenthood, adoption, child custody, and single parents; (2) "Canada's Families: What They Do," including information on family time use, labor force participation, employed parents, unemployment, income level, and family poverty; and (3) "Canada's Families: How They Feel," including information on time stress, family expenditures, child care, extracurricular activities, family communication, health, unpaid assistance to family members, children in out-of-home care, family violence, and desired number of children. Each part of the report includes numerous charts and tables of family-related

*Equal Education; Foreign Countries; Geographic Isolation; Indigenous Populations; Internet; Language of Instruction; Racial Discrimination; *Rural Education; Student Transportation
IDENTIFIERS- *Aboriginal Australians; *Australia

This report examines limits on access to education in Australia. Accessibility must be available without discrimination because of physical or economic limitations. Chapters are devoted to nine different types of limited accessibility, affecting: children with disabilities, especially in remote areas without alternative local schools; children isolated from public transport or denied access to school buses; students studying by distance education who are dependent on unreliable power sources or inadequate or very expensive telecommunications infrastructure; Indigenous children in Homeland Centres and remote communities without schools, teachers, or tutors to supervise distance education; Indigenous teenagers with no accessible secondary school curriculum; non-English-speaking children whose curriculum is in English; students in vocational programs who cannot find work experience placements locally and who cannot afford the costs involved in placements away from home; teenagers whose only chance of a secondary education is a boarding school at risk of losing its subsidies; and schools trying to use computers and the Internet where the telecommunications infrastructure is inadequate. The report uses a combination of case studies, evidence submitted to the National Inquiry into Rural and Remote Education, and information about government programs to illustrate the limits presented. It concludes each chapter with recommendations on how to address these limits. A map of each state and territory shows junior and senior secondary school locations and school-aged populations. (Contains 39 references.) (TD)

ED 448 955 RC 022 702

Spence, Beth
Long School Bus Rides: Their Effect on School Budgets, Family Life, and Student Achievement. Rural Education Issue Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Bus Transportation; Consolidated Schools; *Costs; Elementary Secondary Education; *Family Life; Parent Participation; Quality of Life; Research Needs; *Rural Schools; School Districts; *Student Experience; *Student Transportation

More children are riding school buses longer distances than ever before, but this review of research on busing finds a surprising shortage of information on the subject, apart from safety figures and costs and efficiencies of the buses themselves. Historically, increased student transportation has been the by-product of school consolidation, but the cost of transportation is the most understudied issue in the consolidation debate. Rural children are most affected. They are the ones who most often have had their community schools closed, and they are the ones enduring the longest bus rides. In addition, rural school districts face higher transportation costs that may force them to choose whether to run buses or expand curriculum. Some research and much anecdotal evidence suggest that long bus rides have negative effects on family life, the ability of students to perform well in school, and need for more computer training. (Contains 15 references, many data tables, and the business survey questionnaire.) (SV)

ED 448 972 RC 022 751

Christiadi
Estimating Employer Demand for County Level Educational Attainment: A Case Study of Taylor County, West Virginia. Research Paper 2004.
SPONS. AGENCY- Kentucky Univ., Lexington. TVA Rural Studies Program.
PUB DATE- 00
NOTE- 27p.; Revised 01-18-2001.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Education Work Relationship; *Educational Attainment; *Educational Demand; *Employment Patterns; Labor Market; *Research Methodology; Rural Areas; *Statistical Inference
IDENTIFIERS- *Occupational Distribution; *West Virginia

An on-going study is examining a method proposed by S. Goetz and D. Debertin for estimating demand for educational attainment at the county level by using secondary data. The method produces compact information showing the relationship between employment, occupation, and educational attainment, information not available at the county level. The method offers a way to obtain such information without conducting a costly and time-consuming survey. The information obtained allows local government to estimate the quality-type of workers (as reflected by their educational attainment) required by particular types of occupations demanded by private businesses in the county, and to assess the training needs of its workforce. A case study of Taylor County, West Virginia, was conducted using 1990 census data and data from the Current Population Survey and Occupational Employment Statistics Survey for 1997. Four different methods were shown to be feasible for generating the pattern of occupational distribution of employer demand for workers with various education levels. Two main assumptions of the Goetz-Debertin method were evaluated: a fixed proportion of types of education required per individual occupation, regardless of sector, and a fixed proportion of types of occupation required per individual sector. (Contains 17 data tables and figures.) (SV)

ED 448 973 RC 022 753

Allen, John C.; Filkins, Rebecca; Cordes, Sam
Educational Quality and County Government Services: Rural Nebraskans' Perceived Impacts of Recent and Proposed Legislation. 1999 Nebraska Rural Poll Results. A Research Report.
PUB DATE- 99
NOTE- 35p.; Funding for this project was provided by the Partnership for Rural Nebraska, the Cooperative Extension Division of the Institute for Agriculture and Natural Resources, and the Agricultural Research Division of the Institute for Agriculture and Natural Resources.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Community Services; Educational Finance; *Educational Quality; Elementary Secondary Education; Financial

ED 448 989 RC 022 796

Lippman, Katherine M., Comp.
Arts and Humanities Programs in Rural America. Rural Information Center Publication Series, No. 74. Revised Edition.
PUB DATE- 00
NOTE- 42p.; For related documents in this series, see ED 412 065, ED 386 362, and ED 361 149.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; *Cultural Education; *Federal Programs; *Financial Support; Folk Culture; Heritage Education; *Humanities; *Organizations (Groups); Periodicals; *Rural Areas; Rural Education; State Programs
IDENTIFIERS- State Humanities Councils

This publication contains an annotated bibliography and lists of organizations, funding resources, and journals that provide information related to arts and humanities programs in rural America. The annotated bibliography describes 27 journal articles and 15 books and government reports. Most entries were published 1993-99. Two funding resource guides and nine federal funding sources for the arts and humanities are briefly described, and six private funding sources are listed. Contact information and Web sites are given for 35 periodicals covering the arts and humanities and 6 databases for locating such periodicals. State arts councils and state humanities councils are listed for each state, followed by seven regional arts organizations, publications of the National Endowment for the Arts, divisions and publications of the National Endowment for the Humanities, and national and regional organizations for the arts and culture. (SV)

ED 448 990 RC 022 797

Carlson, Robert V.
Case Studies of Rural Schools Implementing Comprehensive School Reform Models.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Disadvantaged Schools; *Educational Change; Elementary Secondary Education; Professional Development; *Program Implementation; Rural Education; *Rural Schools; Small Schools; Teacher Attitudes
IDENTIFIERS- Barriers to Change; *Comprehensive School Reform Demonstration Program

Case studies of five small and isolated rural schools in the south-central United States examined their participation and success in the Comprehensive School Reform Demonstration (CSRD) program. The schools included three elementary schools and two K-12 unit schools serving 71-473 students. All were at least 50 miles from a metropolitan area and were Title I eligible. Each school was receiving approximately $50,000 per year for 3 years to underwrite CSRD costs. Site visits took place in the fall and spring of the first year. At each school, the study examined which schoolwide reform model was chosen and why, challenges and barriers to implementing the chosen model, the topics include beach profiling and zonation, classification and identification, fish morphology, food webs, mapping the ocean floor, nearshore community sampling, ocean currents, oxygen in the water, plankton, pH, salinity, seashells, turbidity, and water quality. (SAH)

ED 449 012   SE 064 353

1, 2, 3--the Moon and Me Videotapes and Teacher's Guide with Activities for Math and Science, Grades 4-8 .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 0p.; PREL's former name was Pacific Region Educational Laboratory. The teacher's guide was developed by Deborah K. Ramsay.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Earth Science; Elementary Education; Interdisciplinary Approach; Mathematics; *Science Activities; *Science Instruction; *Space Sciences; Writing (Composition)
IDENTIFIERS- Earth; *Moon; Solar Eclipses

This set of six videotapes and a teacher's guide follows an interdisciplinary approach and integrates science, mathematics, and writing. The teacher's guide accompanies the videotapes. Six lessons include: (1) "Rotation Duration," which explores the time that it takes for the Moon to go around the Earth and studies the common Moon phases; (2) "It's Just a Phase," which investigates how common moon phases occur; (3) "Wax On, Wane Off," which explores the Moon phases of waxing, waning, crescent, and gibbous; (4) "Me and My Shadow," which studies the reasons for the occurrence of lunar and solar eclipses; (5) "Rise and Shine," which investigates the variations in Moon rising and setting times; and (6) "By the Light of the Moon," which explores cultural beliefs and practices determined by the Moon. (YDS)

ED 449 013   SE 064 354

Scientific and Engineering Research Facilities at Colleges and Universities, 1998. Topical Report.
PUB DATE- 00
NOTE- 256p.; For previous version, see ED 403 155. Leslie Christovich was the project director. The 1998 Survey was developed by Ann T. Lanier. The survey was conducted by The Gallop Organization (contract number SRS-9317363). The National Institutes of Health (NIH) co-sponsored and funded the project. The American Institutes for Research (AIR) was the project subcontractor.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Biomedicine; Educational Facilities; *Engineering; Facility Improvement; *Facility Requirements; Facility Utilization Research; Financial Support; Higher Education; *Maintenance; *Science Facilities; Sciences; *Statistical Data
IDENTIFIERS- *National Science Foundation

On a biennial basis since 1986, the National Science Foundation (NSF) has collected data on issues related to Science and

Missouri show-me standards, environmental education guidelines for excellence, types of solid waste, the Missouri Waste Composition Study, Talkin' Trash video teacher's guide, "Break It Down" video teacher's guide, composting learning guide, composting and vermicomposting fact sheets, technical bulletins, items banned from landfills, and the State of Garbage in Missouri 1999. (SAH)

ED 449 035 SE 064 492

Posamentier, Alfred S.; Hauptman, Herbert A.
101 Great Ideas for Introducing Key Concepts in Mathematics: A Resource for Secondary School Teachers.
PUB DATE- 00
NOTE- 234p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Algebra; Geometry; *Mathematics Instruction; Probability; Secondary Education; *Secondary School Mathematics; Statistics; *Teaching Methods; Trigonometry

This book presents motivational ways to teach key concepts and topics common to all secondary mathematics curricula. It is arranged by subject matter which includes algebra, geometry, trigonometry, probability, statistics, and miscellaneous topics. The objective to be attained by implementing the unit on each of these subjects is stated, and the materials that may be required are listed. The subsequent discussion of the technique or procedure is presented in detail. (ASK)

ED 449 036 SE 064 500

Weast, Jerry D.
Studies of Mathematics Instruction and Curriculum: Implications for the Future. Discussion 4.0.
PUB DATE- 00
NOTE- 11p.; Produced by Montgomery County Public Schools, Office of the Superintendent of Schools. Attachments are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Faculty Development; *Mathematics Instruction; *Teaching Methods
IDENTIFIERS- Montgomery County Public Schools MD

The absence of a consistently implemented mathematics curriculum and the impact of ineffective teaching practices and instructional leadership in mathematics have a larger responsibility for underachievement by students in the Montgomery County Public Schools than previously realized. This conclusion is supported by three separate studies that found significant variability in classroom instruction, course content, and curriculum organization from school to school and within schools. Information about those three studies is provided, and implications for the future are discussed concerning curriculum, staff development, instructional leadership, policy, and evaluation and assessment. (ASK)

ED 449 037 SE 064 502

paper discusses the nature of interaction between the body and the environment. (Contains 10 references.) (BT)

ED 449 060 SO 032 062

O'Roark, Ernest L.; Wood, Eileen E.
Kongo: A Kingdom Divided. A Unit of Study for Grades 7-11.
PUB DATE- 00
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *African History; *African Studies; Area Studies; Colonialism; Foreign Countries; Non Western Civilization; Primary Sources; Secondary Education; *Slavery; Social Studies
IDENTIFIERS- *Africa (Sub Sahara); *Congo; Historical Fiction; National History Standards; Portugal

This unit uses a case study of the Kingdom of the Kongo (Congo) to answer questions about the trans-Atlantic slave trade from an African perspective. The unit is appropriate for use in any study of the history of sub-Saharan Africa. Because it focuses on the African perspective of events surrounding the slave trade, it supports in-depth studies of the slave trade or slavery in general. The unit contains objectives, correlations to the National History Standards, teacher background materials, lesson plans, student resources, and a selected bibliography. The six lessons focus on working with primary source documents to understand the complexity of the slave trade, tracing events from 1488, the date of first contact between Africans of the Congo River region with the Portuguese. The unit includes a set of short historical fiction integrated into five of the six lessons. These stories recount the experiences of individuals who witnessed the encounter between Kongo and the Portuguese. Although the lessons are recommended for grades 7-11, they can be adapted for other grade levels. An 11-item bibliography concludes the unit. (BT)

ED 449 061 SO 032 081

White, Cameron, Ed.
Issues in Social Studies: Voices from the Classroom.
PUB DATE- 00
NOTE- 207p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Citizenship Education; *Classroom Techniques; Controversial Issues (Course Content); Cooperative Learning; Critical Thinking; Current Events; Elementary Education; Professional Development; *Social Studies; Student Evaluation; Teacher Education; *Theory Practice Relationship
IDENTIFIERS- *Educational Issues; *Teaching Perspectives; Technology Integration; Transformative Curriculum; Transformative Education

This collection of essays, from Houston area educators, investigates and analyzes the state of social education, offering a critical and transformative perspective. Following a preface, chapters in the collection are: (1) "Addressing the Issues within Social Studies" (C. White); (2) "The Status of Social Studies Education" (C. White); (3) "The Promise or Scourge for Social Studies in the New Millennium? Technology, Standardized Tests, and Content Standards" (C. White; T. Walker); (4) "Issues in Transforming Social Studies Education"

Seminars Abroad Program, 2000 (Mexico and Guatemala).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 36p.; Photographic slides not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Archaeology; Area Studies; College Preparation; *Curriculum Development; Foreign Countries; High Schools; *Historic Sites; *Maya (People); Social Studies
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *Guatemala; Mayan Civilization; *Mexico

This curriculum unit on Mexican and Guatemalan archaeology is designed for students at a college preparatory high school who have taken a course in ancient and medieval history. The unit lists history and archaeology texts and teacher resources and is divided into the following sections: (1) geography assignment on Mexico and Guatemala; (2) definitions related to Mesoamerican archaeology; (3) information and questions about three videos (a general overview; a video on Teotihuacan; a video on Tikal); (4) questions for articles on Teotihuacan (Carlson, John B. "Rise and Fall of the City of the Gods"; Fagan, Brian, Ed. "Prehistoric Times"); (5) questions for article on Tikal (Hammond, Norman "The Discovery of Tikal"); (6) notes for lectures at the sites of Teotihuacan and Tikal by Kim Goldsmith and Arthur Demarest in July 2000; (7) list of related articles; and (8) evaluation of the unit. (Contains a list of 10 related articles in "Archaeology" magazine, 3 related articles in "National Geographic," and 2 articles on Teotihuacan (in Spanish).) (BT)

ED 449 083 SO 032 449

Wittmann, Teresa
Mesoamerican Indigenous Society at the Millennium: Historic and Contemporary Perspectives. Fulbright Hays Summer Seminars Abroad Program, 2000 (Mexico and Guatemala).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 21p.; Accompanying videotapes not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Context; *Curriculum Development; Elementary Education; Foreign Countries; Geographic Regions; *Historical Interpretation; *Indigenous Populations; Maya (People); Social Studies
IDENTIFIERS- Folk Art; *Folktales; Fulbright Hays Seminars Abroad Program; Guatemala; Historical Background; *Mesoamerica; Mexico; Textiles

This curriculum unit combines folk tales and art from Guatemala and Mexico. The unit introduces students to traditional stories and local art of the indigenous people, as well as some details about the culture and geography of the area. It contains four lesson plans: (1) "The Race of Toad and Deer" (Guatemala), mask and play, grades 2-4; (2) "People of Corn" (Guatemala), textile pattern bookmark, grades 6-8; (3) "The Woman Who Outshone the Sun" (Oaxaca, Mexico), animal sculpture, grades 4-8; and (4) "Cuckoo/Cucu" (Mexico), ornament and puppet and play, grades K-2. Each lesson details time needed, materials needed, Line" (Maria Fleming); "This Land Is Ours" (Brandon Marie Miller); "The Strike for Three Loaves"(Maria Fleming); "Road Trip for Suffrage"(Harriet Sigerman); "The House on Lemon Street" (Maria Fleming); "A Tale of Two Schools" (Maria Fleming); "Against the Current" (Beth Hege Piatote); "Wheels of Justice" (Lisa Bennett); "Going to Bat for Girls" (Lisa Bennett); and "The Battle of Spanish Fork" (Lisa Bennett). Each story is extensively illustrated and includes supporting documents. Contains an afterword and a list of 40 sources for further reading. (BT)

ED 449 104 SO 032 501

Matejovsky-Nikoltsos, Catherine
Art with Stones: From the Cave Age until Today with Parallels Seen in the Artistic, Symbolic and Creative Development of Young Children's Mosaic Making.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Art Activities; Art Education; Art History; *Art Materials; Child Development; *Childrens Art; *Creative Expression; Foreign Countries; Kindergarten; Naturalistic Observation; Primary Education; Young Children
IDENTIFIERS- Art Elements; *Mosaics

This paper first gives a historical overview of mosaics, discussing mosaic masks made by the Aztecs and floor mosaics made by the Greeks, as well as the Roman mosaics at Pompeii and the Byzantine decorative mosaics exemplified by those at Ravenna. The paper then elaborates on children's mosaic making observed during research conducted between 1986 and 1992. Research was done both in small groups of 3 or 4 children in natural seaside settings and in class groups of 18 to 22 children in Greek kindergartens. The paper concludes that the children's work with mosaics, which demonstrated the use of images, symbols, and design, parallels the development of the art of mosaics over its history. (Contains a 38 references.) (BT)

ED 449 105 SO 032 503

Maryland Women Who Dare: Paving the Way to the New Millennium. Maryland Women's History Display Kit 2000.
SPONS. AGENCY- Maryland State Dept. of Human Resources, Baltimore.; Maryland State Commission for Women, Baltimore.
PUB DATE- 00
NOTE- 160p.; This kit contains a booklet of activities and a packet of black and white photographs of notable Maryland women with profiles of their lives.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Community Involvement; *Females; *Leaders; *Leadership; Leadership Qualities; *Recognition (Achievement); Secondary Education; Social Studies; State History; *Womens History
IDENTIFIERS- Biodata; *Maryland

This resource packet highlights over 30 contemporary Maryland women who reveal motivating stories from diverse backgrounds and occupations. The purpose of the packet is to recognize representative women of achievement and to ensure that teachers have the necessary tools to illustrate the extensive leadership nutrition, describing and illustrating the importance of using the Food Guide Pyramid and eating plenty of vegetables. Colorful photographs support early readers in understanding the text. The repetition of words and phrases helps early readers learn new words. The book also introduces early readers to subject-specific vocabulary words, which are defined in a section on words to know. The seven sections include: "The Food Guide Pyramid," "Kinds of Vegetables," "Servings," "Words to Know," "Read More," "Internet Sites," and "Index/Word List." (SM)

ED 449 128   SP 039 702

Frost, Helen
The Fruit Group. The Food Guide Pyramid.
PUB DATE- 00
NOTE- 24p.; Consulting Editor: Gail Saunders-Smith. Consultant: Linda Hathaway. For other books in the series, see SP 039 696-697 and SP 039 699-703.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Health; *Comprehensive School Health Education; *Eating Habits; Elementary Education; Elementary School Students; Health Promotion; *Nutrition Instruction
IDENTIFIERS- *Food Guide Pyramid; *Fruits

This booklet for young children is part of a series that supports national science standards related to physical health and nutrition, describing and illustrating the importance of using the Food Guide Pyramid and eating plenty of servings of fruit. Colorful photographs support early readers in understanding the text. The repetition of words and phrases helps early readers learn new words. The book also introduces early readers to subject-specific vocabulary words, which are defined in a section on words to know. The seven sections include: "The Food Guide Pyramid," "Kinds of Fruit," "Servings," "Words to Know," "Read More," "Internet Sites," and "Index/Word List." (SM)

ED 449 129   SP 039 703

Frost, Helen
Fats, Oils, and Sweets. The Food Guide Pyramid.
PUB DATE- 00
NOTE- 24p.; Consulting Editor: Gail Saunders-Smith. Consultant: Linda Hathaway. For other books in the series, see SP 039 696-697 and SP 039 699-703.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Health; *Comprehensive School Health Education; *Eating Habits; Elementary Education; Elementary School Students; Health Promotion; *Nutrition Instruction
IDENTIFIERS- *Fats; Food Guide Pyramid; *Sugar; Vegetable Oils

This booklet for young children is part of a series that supports national science standards related to physical health and nutrition, describing and illustrating the importance of using the Food Guide Pyramid and avoiding excesses of fats, oils, and sweets. It presents appealing alternatives to these unhealthy

NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; *Faculty Development; Mentors; Teacher Collaboration
IDENTIFIERS- Situated Learning; *Teacher Socialization

This paper reports the results of a literature review on the subject of beginning teacher induction, presenting a conceptually oriented discussion of the induction literature. It examines the multiple meanings associated with induction as a phase in learning to teach, a process of teacher socialization, and a program for beginning teachers. The paper begins by underscoring the special character of the first encounter with real teaching and highlights the pivotal position of the induction phase in a broader continuum of teacher preparation and development. The report goes on to discuss induction as a process of teacher socialization and of initiating teachers into their new role. It also examines beginning teacher induction as a process of situated learning. The paper explains induction as a formal program for beginning teachers, offering a brief history of the process; defining induction programs; noting characteristics of quality programs (e.g., a developmental stance toward beginning teachers, a supportive context, and mentoring); and describing programmatic dilemmas or tensions (e.g., individualistic versus collective orientations and retention versus quality). (Contains 97 references.) (SM)

ED 449 148 SP 039 730

Kain, Daniel L.
Camel-Makers: Building Effective Teacher Teams Together. A Modern Fable for Educators.
PUB DATE- 98
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Collegiality; Cooperative Planning; Fables; *Leadership; Middle School Teachers; Middle Schools; *Teacher Collaboration; *Teamwork

This book presents a modern fable for middle school teachers. It is a fanciful account of finding and sharing the "Jamal papers," the minutes of that first committee thousands of years ago in which a camel was created by reconstituting a horse. The tale provides a way to bring front and center such concerns as team isolation, personality conflicts, and lack of leadership. The 10 chapters are: (1) "Discovery of a Priceless Document: A New Look at Teams"; (2) "'What's This Thing Supposed To Do?': Teaming for a Purpose"; (3) "'Does She Always Have to Have the Last Word?': Developing Team Norms"; (4) "Melchuzar to the Rescue!: Team Leadership"; (5) "'I've Got a Great Idea. We'll Use a Hump!': Team Dialogues"; (6) "'That's Not the Way Horses Gallop!': Freeing Teams from Constraints"; (7) "'One Hump or Two?': Conflict on Teams"; (8) "'They're Laughing at Our Horse!': Teams and Boundary Relations"; (9) "'It's Not a Horse. It's a Camel!': Celebrating Team Accomplishments"; and (10) "Jamal Anticipators: A Bibliography." (Contains 71 bibliographic references.) (SM)

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competence; Computer Literacy; *Computer Uses in Education; *Educational Technology; Elementary Education; Elementary School Students; *Professional Development; *Standards; State Programs
IDENTIFIERS- *Access to Computers; Ohio; *Ohio SchoolNet

Beginning in 1994, the Ohio SchoolNet Program has worked to place computers in the Ohio Public Schools, and the SchoolNet Plus Initiative has provided at least one interactive computer workstation for every five children enrolled in grades K-4. This study examined (1) whether there were any relationships among teacher computer access, student computer access, years of teaching experience, and professional development concerning the use of technology; and (2) whether these characteristics can serve as predictors of student competence in the Ohio Public Schools as defined by the National Educational Technology Standards (International Society for Technology in Education, 1998). A survey was developed and sent to teachers in 108 public school districts in Ohio, and 762 surveys (72% return rate) were completed. The analysis of the data supports the SchoolNet Initiative in the placement of technology in the classroom. Survey responses indicate that the placement of computers has provided a leveling of the field in the development of technology competence. Low scores on two of the defined competencies suggest a lack of professional development in the integration of technology in the classroom. Study results indicate the need for professional development and time for the development of implementation strategies for the classroom. (SLD)

ED 449 169 TM 032 247

Tanguma, Jesus
Equating Test Scores Using the Linear Method: A Primer.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Equated Scores; *Test Format
IDENTIFIERS- *Anchor Tests; *Linear Equating Method

This paper describes four commonly used designs in equating test scores. These designs are: (1) single-group; (2) random-group; (3) equivalent-group; and (4) anchor-test. Each design requires that its data be collected according to specific guidelines. Three of the four methods are illustrated through hypothetical examples. All four methods try to equate test scores from equally reliable and parallel measures. Although the anchor-test design is not as simple to implement as the other designs, it is one of the most popular equating procedures. (Contains 2 tables, 1 figure, and 10 references.) (Author/SLD)

ED 449 170 TM 032 248

Tanguma, Jesus
Determining the Number of Factors To Retain.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).

components to the concept. This became the starting point for a study in which a student's competence was examined through Perspective Text Analysis (B. Bierschenk and I. Bierschenck, 1993), an entirely new method for making visible the structural relations of texts. In this study, a teacher of Swedish language and literature at the upper secondary level made visible for himself a conceptual structure that served as a steering instrument for literature study in class and also as the criteria for assessing and grading. He tested a student, who had not been able to qualify to pass the course, and was able to show that the student had produced a structure similar to the one that served as a criterion. The study suggests that by this method it is possible to identify students' competence, which may be deep enough for scoring high on a test despite insufficient qualifications. Competence is found to be beyond qualifications, and a grading system that aims at taking into account every single person's ability, would profit from this new approach. (Contains 2 figures and 23 references.) (Author/SLD)

ED 449 191   TM 032 299

Rasmussen, Ole Elstrup; Jensen, Jorgen Aage
Preparations for Modelling the Relationship between Competence and Qualifications. No. 77.
PUB DATE- 00
NOTE- 45p.; Produced with financial support from the Danish Research Councils.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Competence; Computer Software; Educational Theories; *Models; *Qualifications; *Simulation; *Student Evaluation
IDENTIFIERS- Virtual Communities

This report presents basic theoretical and methodological assumptions for investigating the relationship between competence and qualifications by means of simulation tasks. An analysis of the types of tasks that have been used in the study of problem solving psychology serves as a background for an exposition of the relationship between competence and qualifications. The vehicle for investigating competence and qualifications is the INTOPIA computer program, which simulates a virtual international reality of global enterprises from construction of plants to the sale and financing of products. Findings are reported from a pilot experiment involving two teams of two adults each, the aim of which was to examine the feasibility of using the program in research. Findings indicate that the number of sessions needs to be reduced from the amount used in the teaching situation for which it was developed originally. The issues for investigation in a forthcoming experiment and the tool to be used for modeling the behavior of subjects are outlined. (Contains 35 references.) (Author/SLD)

ED 449 192   TM 032 300

Cowley, Kimberly S.
Evaluating the Effectiveness of a Technical Assistance System To Build the Organizational Capacity of a High-Need School District: One Piece of the Puzzle.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00

NOTE- 18p.; Paper presented at the Annual Meeting of the
Southwest Educational Research Association (New Orleans, LA,
February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Effect Size; *Research Methodology

This paper provides a tutorial summary of some of the many effect size choices so that members of the Southwest Educational Research Association would be better able to follow the recommendations of the American Psychological Association (APA) publication manual, the APA Task Force on Statistical Inference, and the publication requirements of some journals. Effect sizes can be classified into two general families: standard differences and variance-accounted-for measures of strength of association. Standardized differences are defined as the standardized difference between two groups. The variance-accounted-for measure of strength of association is defined as the variance-accounted-for squared correlation between the independent and dependent variables. Within these families, several different choices of effect size are available. (Contains 22 references.) (Author/SLD)

ED 449 213 TM 032 358

Weber, Deborah A.
Restriction of Range: The Truth about Consequences and Corrections.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the
Southwest Educational Research Association (New Orleans, LA,
February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Correlation; Reliability; Scores; Validity
IDENTIFIERS- Power (Statistics); *Restriction of Range

Restriction of range occurs whenever design or circumstances abbreviate the values of one or both variables being correlated. Range restriction has an impact on score validity, score reliability, and statistical power. As a result, researchers need a more sophisticated concept of the relationship between variance and correlation than the simple assumption that when variance goes down, correlations decrease. The shape of the distribution and selection procedures also influence whether restriction of range increases, decreases, or does not affect correlation. (Contains 16 references.) (SLD)

ED 449 214 TM 032 359

Pizzitola, Kelly M.
A Primer on Confidence Intervals.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the
Southwest Educational Research Association (New Orleans, LA,
February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *After School Programs; *Children; *Community Programs; Enrichment Activities; *Program Development; Recreational Activities; Training; Volunteers
IDENTIFIERS- *Corporation for National Service

As Corporation for National Service members become increasingly involved in out-of-school time programs for youth, the need for information about effective practices for directing programs and working with young people has increased. The purpose of this manual is to help these programs enhance the quality of out-of-school time programs for young people aged 5 to 14. The manual contains ideas and suggestions, resource lists, tip sheets, and examples of successful programs. The following chapters are included: (1) "Exploring the Facts about Children's Out-of-School Time"; (2) "Understanding Basic Standards for a Quality Out-of-School Time Program"; (3) "Training Members and Volunteers To Work in Out-of-School Time Programs"; (4) "Understanding Service Learning"; (5) "Tip Sheets: Simple Ideas To Address Important Out-of-School Topics"; (6) "Training Materials on Important Out-of-School Time Issues"; (7) "Program Profiles"; and (8) "Connecting to Additional Out-of-School Time and School-Age Child Care." The program profiles section describes Corporation for National Service programs involved in out-of-school activities for children and youth. (SLD)

ED 449 237 UD 033 840

Conrad, Cecilia A.
The American Workforce in the New Millennium: The Growing Demand for Skills. A Report from the Joint Center's 1999 Corporate Forum.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Blacks; *Business; Community Involvement; Computer Literacy; *Government Role; Job Skills; *Job Training; *Labor Force Development
IDENTIFIERS- African Americans

To explore the roles that government, business, and community institutions might play in ensuring that African Americans get the job training they need to be competitive in the 21st century, the Joint Center for Political and Economic Studies invited U.S. Secretary of Labor Alexis Herman to meet with representatives of the business community. Forum participants also heard from Albert Siu, human resources vice president for education and training at AT&T and Margaret Simms, the Joint Center's vice president for research. Secretary Herman reviewed the current situation for job skills and employment for African Americans and indicated that the profile of the workforce has shifted toward technology without the necessary investments to improve the skill levels of workers. Secretary Herman also reviewed recent federal and private sector initiatives aimed at job skills training. Dr. Simms pointed to federal school-to-work initiatives as evidence of a change in attitudes in the United States about the role of the private sector in educating

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Health; Cooperative Planning; Elementary Secondary Education; Integrated Services; *Mental Health; Outreach Programs; School Community Relationship; *School Health Services; Staff Development
IDENTIFIERS- Asset Mapping; Networking; School Based Health Clinics

This paper explores why integrated efforts to include mental health in schools are important and what is involved in such an effort. In order to deal with the full continuum of school mental health concerns, a comprehensive, integrated approach is required.. To be comprehensive, the mental health focus of school based centers must be multifaceted and offer: direct services and instruction; coordination, development, and leadership related to programs, services, resources, and systems; and enhanced connections with community resources. The paper focuses on three issues: (1) integrating mental health activity to maximize resource use and effectiveness (within the school-based health center, with school programs and personnel, and with the community); (2) developing mechanisms to promote integration and address challenges (management of care, management of resources, and multischool integration); and (3) creating an integrated continuum (systems of prevention, systems of early intervention, and systems of care). A survey for analyzing system status is included. (Contains 33 references.) (SM)

ED 449 257 UD 033 941

Historically Black Colleges and Universities: An Assessment of Networking and Connectivity.
SPONS. AGENCY- National Telecommunications and Information Administration (DOC), Washington, DC.
PUB DATE- 00
NOTE- 68p.; Funded by the National Telecommunications and Information Administration, Technology Opportunities Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Black Colleges; Black Students; College Faculty; College Students; *Computer Uses in Education; *Educational Technology; Higher Education; Internet; Teaching Methods
IDENTIFIERS- *Access to Computers; African Americans; Connectivity; *Networking

This report contains findings from a technology needs assessment conducted at historically black colleges and universities (HBCUs). The study assessed the computing resources, networking, and connectivity of HBCUs and other institutions that provide educational services to predominantly African American students. Out of 118 HBCUs, 80 responded to questions about campus planning and policies, facilities and resources, connectivity, and campus network infrastructures. Of those 80 HBCUs, 98 percent had basic access to the Internet, World Wide Web, and campus networks. However, there were serious concerns with the digital divide in the areas of: student access to networking and computing resources; usage of higher bandwidth technologies for accessing the Internet, World Wide Web, or other networks; faculty utilization of Web-based resources in the classroom and in professional exchange and development; awareness of the importance of network security; and utilization and maintenance of technology strategic plans to the reference collection are also discussed-methods and sources of discovering the appropriate print and electronic reference materials for the school library media situation, as well as effective organization of the collection. "Part II: Nuts and Bolts" speaks about the actual types of reference sources used in modern school library media centers, including bibliographies, directories, almanacs, yearbooks, handbooks, biographical sources, dictionaries, encyclopedias, geographical sources, indexes, and abstracts. Print and electronic sources are not addressed separately but occur together throughout the chapters. "Part III: The Art of Questioning" discusses the reference interview. "Part IV: Reference for the New Millennium" specifically addresses modern technological transformations and looks at the future of school library media. "Part V: Scenarios: Situations, Problems, and Solutions" consists of practical scenarios--a look into the real world of school library media reference services. These chapters are divided into elementary, middle, and high school levels, encompassing both large and small school library media centers in both urban and rural settings. The situations include both practical and philosophical aspects of reference services for library media specialists. Following each situation is a list of questions for consideration and reflection. Contains publisher information, references, glossary and an index. (AEF)

ED 448 781 IR 057 940

Jiao, Qun G.; Onwuegbuzie, Anthony J.
Library Anxiety: The Role of Study Habits.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (MSERA) (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Graduate Students; Higher Education; *Library Skills; *Skill Analysis; Student Attitudes; Student Behavior; Student Characteristics; Study; *Study Habits
IDENTIFIERS- *Library Anxiety

The purpose of this study was to identify graduate students' predominant study skill strengths and weaknesses. Also examined was the relationship between specific study skills and library anxiety. Participants were 133 graduate students from a number of education disciplines at a university in the southeastern United States. These individuals were administered the Study Habits Inventory (SHI) (Jones & Slate, 1992) and the Library Anxiety Scale (Bostick, 1992). Findings revealed that students' responses to 62.9% of the 63 study skill statements presented in the SHI were appropriate. Study skill weaknesses were identified in the areas of note-taking and reading skills. An all possible subsets multiple regression analysis led to the identification of eight specific study behaviors that predicted levels of library anxiety. These study habits explained 45.8% of the variance in library anxiety, which, using Cohen's (1988) criteria, represents a large effect size. Implications for library anxiety reduction as a study skills intervention are discussed. Three tables present findings on characteristic strengths in students' study skills, characteristic weaknesses in students' study skills, and study habits that contributed significantly to the prediction of library anxiety. (Contains 43 references.) (Author/AEF) implementation plan will translate this agenda into more specific goals, performance indicators, and incentives. The following questions will help shape the systems plans and actions: Are high school graduates going on to postsecondary education in greater numbers? Is Kentucky creating its own businesses as well as attracting new businesses, industries, and jobs? Are governments and corporations investing more research and development dollars in Kentucky's research universities? (JA)

ED 448 801 JC 010 071

Enrollment Comparison: Spring 1999 and Spring 1998.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Enrollment; *Enrollment Rate; Enrollment Trends; Full Time Equivalency; School Size; Two Year Colleges
IDENTIFIERS- *Austin Community College TX

The document contains tables displaying enrollment data for all spring 1999 sessions at Austin Community College (Texas), with comparisons to the same data for all spring 1998 sessions. The numbers for headcount, demographic, credit hour, contact hour and FTSE data reported were obtained by modifying the mainframe SPSS report to include demographics and running it for spring 1999 and spring 1998. Total College-wide Headcount increased slightly to 25,298 in spring 1999 from 25,288 in spring 1998. The report also gives a breakdown of the data for Total College-wide Headcount by race/ethnicity, gender, and age. White, Hispanic, Native American, and international student enrollment increased, while African-American and Asian/Pacific Islander student enrollment decreased. Female enrollment increased by 125, to 53.7% of the total student population, while male enrollment decreased by 118 students. The age distribution of students remained relatively stable. Head counts, credit hours, and contact hours are also provided for each of the nine campuses. (Contains 11 tables.) (JA)

ED 448 802 JC 010 072

Wild, Nancy
A.C.T. Student Opinion Survey, Spring 1998: Summary Report of Verbatim Comments.
PUB DATE- 98
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Community Colleges; *Program Effectiveness; Self Evaluation (Groups); *Student Attitudes; Student Surveys; Two Year Colleges

This report shows the results of 1998 student opinion survey at Rogue Community College (RCC) (Oregon). Results of the survey provide broad insight into strengths and weaknesses of the college's programs, services, and image. As part of the additional questions that RCC incorporated into the survey, students were given the opportunity to offer written comments on any topic they wished. This report summarizes what the 141 students who offered comments communicated and provides all verbatim comments. This year, the ACT Student Opinion Survey

ED 448 822 JC 010 094

Analysis of Fall 1995 Student Enrollment.
PUB DATE- 95
NOTE- 10p.; Some tables and graphs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Course Selection (Students); Day Students; *Enrollment; Enrollment Influences; Enrollment Management; *Enrollment Trends; Extended School Day; *Full Time Equivalency; School Statistics; Two Year Colleges
IDENTIFIERS- *Pima Community College AZ

This report summarizes fall 1995 student enrollment in credit classes on the official census date (45th day of classes) at Pima Community College (PCC) in Arizona. The number of students (head count) and full-time student equivalents (FTSE) are categorized by campus and the time of day students attend classes. Comparisons with head count and FTSE data from the previous four years are displayed in tables and graphs. Time of day of attendance is compared to fall 1994 data. Figures indicate that PCC fall enrollments increased between 1991 and 1992, but have steadily declined thereafter, with district enrollment decreasing by 2,309 students between fall 1992 and fall 1995. The five-year pattern varied from campus to campus. An enrollment management plan at one campus that increased class size, reduced the number of class offerings, and changed some classes from credit to non-credit status is cited as a possible contributing factor for the decline. A noteworthy trend is the relatively greater decline in extended day enrollment (enrollment in any class taught after 5:00 p.m. or with a whole starting day of Friday, Saturday, or Sunday) throughout the district as compared to day enrollment. (PGS)

ED 448 823 JC 010 095

Colarusso, Kathleen
Using a Faculty Survey of College-Level Reading and Writing Requirements To Revise Developmental Reading and Writing Objectives. Kellogg Institute Final Report, Practicum 1999.
PUB DATE- 00
NOTE- 44p.; Charles County Community College became College of Southern Maryland on July 2, 2000.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Basic Writing; Course Evaluation; *Curriculum Evaluation; *Developmental Studies Programs; Program Evaluation; *Remedial Programs; *Teacher Surveys; Two Year Colleges
IDENTIFIERS- *Charles County Community College MD

The report discusses the findings of a study on the reading and writing demands of college-level courses at Maryland's Charles County Community College (College of Southern Maryland as of July 1, 2000). The Language and Literature Department wanted to determine whether its developmental courses were actually preparing students for the reading and writing demands in college-level classes. The results of the survey were used to re-evaluate and revise the developmental English and reading course objectives. Data from a survey of all full-time and part-time faculty revealed that students are expected to perform a significant number of sophisticated reading and writing tasks students regarding the issues that impact their ability to focus on learning. It includes representative verbatim comments and suggestions for improvement. The Institutional Effectiveness Task Force (IETF) oversees the development, administration, and tabulation of the survey, as well as distribution of the survey management reports and recommendations to appropriate RCC managers. In both ABE/GED surveys, the areas of primary interest are the same: access to information about RCC (services and programs offered); getting started in ABE/GED (registration, orientation, assessment, etc.); and attending classes (time, location, class schedules, parking, etc.). On the whole, ABE/GED students are satisfied and enthusiastic about their learning experience. Most students like their instructors and believe the faculty and staff are helpful, friendly, and supportive. The relatively few negative comments and suggestions for improvement center mainly on easier access to information, confusion with getting started, parking at some locations, and a desire for more classes. Contains Sample Summary and Questionnaire. (JA)

ED 448 844 JC 010 122

Austin Community College 1999-2000 Fact Book.
PUB DATE- 00
NOTE- 124p.; Produced by Austin Community College, Office of Institutional Effectiveness.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Degrees (Academic); *Educational Finance; Educational History; *Enrollment; Institutional Characteristics; *Student Characteristics; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Austin Community College TX

This report provides a historical overview of Austin Community College (ACC) (Texas) from 1972 until 2000, reviews the institution's mission statement and goals, and offers other general information about the college. Highlights include: (1) total education and general revenues for fiscal year 1999-2000 were $86,197,547, while total expenditures were $86,197,547; (2) student headcount in credit programs for fall 1999 was 25,914; (3) 42% of the fall 1999 students were between the ages of 16 and 21; (4) 53% of the fall 1999 students were female; (5) 65% of the fall 1999 students were white, 20% Hispanic, and 6.3% black; (6) 25% percent of the fall 1999 students were full-time; and (7) in fiscal year 1998-99, 125 Associate of Arts degrees were awarded, as were 170 Associate of Science degrees, 524 Associate of Applied Science degrees, and 301 certificates. This document lists the certificates and degrees awarded over 27 years and degrees awarded by program in the last 5 years. Also included are charts of student demographics for the six different campuses, details on continuing education participants and programs, and information on adult education programs and enrollment by gender and ethnicity. Faculty and staff are presented by number and ethnicity. This report closes with a map of full-time facilities and a description of the facilities occupied by ACC. (CH)

ED 448 845 JC 010 123

Austin Community College Guidelines: Unit-Level Strategic Planning for 1999-2004.
PUB DATE- 98

DESCRIPTORS- Brain; Child Development; Day Care; *Day Care Effects; *Disadvantaged Youth; *Early Childhood Education; Early Intervention; Economically Disadvantaged; Home Visits; Parent Education; Policy Formation; Public Policy
IDENTIFIERS- Brain Development; *Day Care Quality

This issue brief discusses the most recent and reliable research on early care and education and its implications for policy making. The brief summarizes recent discoveries about early brain development and then reviews research evaluating: (1) child care; (2) small-scale model early education programs providing enriched services to disadvantaged children; (3) large-scale public school readiness programs such as Head Start; and (4) parent-focused programs (home visiting/parent education). The most significant findings and policy implications noted are: (1) high-quality early care and education programs have proven their effectiveness in improving the developmental outcomes of low-income and disadvantaged children; (2) quality matters; (3) quality is particularly important for children from low-income families; and (4) while parent-focused home visiting/parent education programs have provided some benefits for parents, these have not translated into significantly improved outcomes for children. (Contains 33 endnotes.) (EV)

ED 448 864 PS 029 084

Clark, Pat, Ed.
Equity: What Do We Know about the Availability, Quality, and Affordability of Childcare?
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.
PUB DATE- 00
NOTE- 3p.; Supported by federal funds of PL 101-392.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; *Day Care; Day Care Centers; *Day Care Effects; Early Childhood Education
IDENTIFIERS- Child Care Costs; Child Care Needs; *Day Care Availability; *Day Care Quality

This brief summarizes research on day care availability, quality, and costs and offers recommendations for improving these issues. Examples of summarized facts include: (1) children in poor quality child care are often delayed in language and reading skills and display more aggression toward other children and adults; (2) a large study of child care centers indicated that about 86 percent provided mediocre or poor-quality services; and (3) time taken away from work in order to provide family care costs the economy more than $11 billion in lost production each year. Recommendations focus on increased facilities, funding, education, and flexibility. (EV)

ED 448 865 PS 029 086

Barth, Richard P., Ed.; Freundlich, Madelyn, Ed.; Brodzinsky, David, Ed.
Adoption and Prenatal Alcohol and Drug Exposure: Research, Policy, and Practice.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 00
NOTE- 297p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Role
IDENTIFIERS- *Military Dependents

Because most military children will be enrolled in public schools at some point, an understanding of military children can assist educators in working with such children and, more broadly, with mobile children from other backgrounds. Following an introduction providing information on the numbers of military children and their unique issues, this fastback describes some of the challenges posed by high mobility as seen in the military child population, including those related to calendars and schedules, school records, classes and credits, state testing, and emotional needs. The fastback then suggests strategies, such as local and institutional partnerships, that educators can use to assist military children in building their capacity for adaptability. (Contains 25 references.) (EV)

ED 448 885 PS 029 110

Cochran, Carole
South Dakota Kids Count Factbook, 2000.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; South Dakota State Dept. of Education and Cultural Affairs, Pierre.; South Dakota State Dept. of Health, Pierre.; South Dakota State Dept. of Social Services, Pierre.; South Dakota State Dept. of Human Services, Pierre.
PUB DATE- 00
NOTE- 383p.; For 1999 Factbook, see ED 437 221.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accidents; *Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; Child Welfare; *Children; *Counties; Demography; Dropout Rate; Early Parenthood; Elementary Secondary Education; Employed Women; Family Income; Family (Sociological Unit); Mortality Rate; Poverty; *Social Indicators; State Surveys; Substance Abuse; Tables (Data); Tobacco; Welfare Recipients; *Well Being
IDENTIFIERS- Arrests; *Indicators; Risk Taking Behavior; *South Dakota

This Kids Count fact book examines statewide trends in well-being for South Dakota's children. The statistical portrait is based on 26 indicators in the areas of demographics, health, education, economic status, and safety. The indicators are: (1) population; (2) family profile; (3) poverty thresholds; (4) infant mortality; (5) low birth weight rate; (6) child death rate; (7) teen violent death rate; (8) births to single teens; (9) prenatal care; (10) immunization rates; (11) school enrollment; (12) dropout rates; (13) children with special needs; (14) poverty rates; (15) TANF and food stamp use; (16) Medicaid participation; (17) child care availability; (18) per capita personal income; (19) women in the workforce; (20) median household income; (21) juvenile offense referrals; (22) child abuse and neglect; (23) youth related traffic accidents; (24) juvenile drug and alcohol treatment admissions; (25) youth tobacco survey; and (26) youth risk behaviors. The first part of the fact book presents introductory materials and a fact book summary. The major portion of the report presents state and county data tables for each indicator. Among the findings, the fact book shows that infant and child deaths decreased, high school dropouts increased, the number of children living with parents without full-time, year-round employment increased, and the portion of South Dakota children living in poverty had decreased. The report concludes with a section prisons. The remainder of the report examines application of the U.N. Convention. The introduction for this section notes the new constitution and several human rights treaties signed by South Africa. The section then notes the discrepancies among these treaties and between common law and customary rulings with regard to the definition of the child. Constitutional and legislative provisions are then noted in the areas of: child protection against all forms of discrimination; best interests of the child; right to participation; freedom from torture, inhumane and degrading treatment or punishment; deprivation of liberty; sexual exploitation and abuse; child labor; refugees and asylum seeker children; and children in conflict with the law. The concluding section notes that while the government of South Africa has adopted several measures and introduced a number of amendments to fit domestic legislation to the U.N. Convention, there are still many gaps and contradictions at the legislative level, and several problems have arisen from the economic and social conditions of the country. Specific recommendations are offered. (HTH)

ED 448 902 PS 029 127

Parish, Joycelyn Gay; Parish, Thomas S.; Batt, Steve
School Happiness and School Success: An Investigation across Multiple Grade Levels.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 25-28, 2000). (October 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Cooperation; Early Adolescents; *Elementary School Students; *Elementary School Teachers; Elementary Secondary Education; Grade 6; Grade 9; *Happiness; *High School Students; Peer Relationship; School Attitudes; *Student Attitudes; *Teacher Attitudes; Teacher Student Relationship

A total of 572 randomly selected sixth-grade students and 908 randomly selected ninth-grade students from a large metropolitan school district in the Midwest were asked to complete a series of survey questions designed to measure the extent to which they were happy while at school, as well as questions concerning the extent to which they treated their teachers with respect, the extent to which they did their best to learn, the extent to which they treated their classmates with respect, and the extent to which they worked cooperatively with other students. In addition, teachers of 1,912 randomly selected first-, second-, and third-grade students were asked similar questions as they related to each of their students. It was found that, across grade levels, students who perceived themselves to be happy while at school or who were perceived by their teachers to be happy at school were more likely to be described as students who treated their teachers and classmates with respect, who did their best, and who worked cooperatively with other students. (Author/HTH)

ED 448 903 PS 029 128

Mumola, Christopher J.
Incarcerated Parents and Their Children. Bureau of Justice Statistics Special Report.
PUB DATE- 00

of males and females would opt to play in choice activities determined as neutral (such as listening center, library, and sand table). Findings for traditionally male activities that were consistent with the hypothesis were found for blocks, boy dress-up, and Legos. Choice patterns for all traditionally female and neutral activities were consistent with the hypotheses. (Contains 27 references.) (KB)

ED 448 919 PS 029 147

Montvilaite, Sigita
Pre-School Education in Lithuania: Historical Interpretation.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the European Conference on Quality in Early Childhood Education (EECERA) (London, England, August 29-September 1, 2000). Summaries of the paper are provided in English, French, German, and Spanish.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational History; *Educational Practices; Foreign Countries; Historical Interpretation; *Kindergarten; *Preschool Education; Program Descriptions
IDENTIFIERS- Historical Background; *Lithuania

During the 20th century, preschool education in Lithuania evolved within a context of a changing society, ideology, and politics, including the experience of national independence, two world wars, political exile and occupation, and regained independence. This paper demonstrates the connection between past and present preschool educational practices. It is noted that the birth of preschool education should be linked with the restoration of Lithuanian independence in 1918. The period 1918 to 1940 was marked by the establishment of kindergartens and the development of the preschool educational system. Although the majority of kindergartens were supported by government institutions, the system was highly dependent on private support. The main aim of the system was to develop a highly national self-consciousness in the child. During World War 2, some kindergartens were developed in refugee camps that were based on the work of Froebel and Montessori. During the Soviet occupation, preschool education was focused on collective activities led by adults. Following the restoration of independence in 1990, the following trends have been present: (1) decrease in the number of preschool institutions due to less demand for their use; (2) increased variety of institutions; (3) improved program quality; and (4) increased attempts toward decentralization of educational content. (KB)

ED 448 920 PS 029 148

Sensiper, Sylvia
Generating Family-School Partnerships through Social Marketing.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Family School Relationship; Family (Sociological Unit); *Marketing; *Parent Participation; Parent Student Relationship; *Partnerships in

information accompanied by discussion of the trends presented. Both national and provincial level data are included. The report concludes by noting that the tapestry of Canadian families will continue to grow richer and more varied and asserting that the nation must decide how best to acknowledge, support, and reinforce the commitments that individuals make to one another as they create and sustain their families. (KB)

ED 448 938 PS 029 175

Kids Count in Delaware: Fact Book, 2000-2001 and Families Count in Delaware: Fact Book, 2000-2001.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Delaware State Dept. of Education, Dover.
PUB DATE- 00
NOTE- 156p.; For 1999 edition, see ED 437 200.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Child Abuse; Child Health; Child Welfare; *Children; Community Support; Counties; Demography; Dropout Rate; Drug Abuse; Early Parenthood; Elementary Secondary Education; *Family (Sociological Unit); Foster Care; Health Insurance; Mortality Rate; One Parent Family; Out of School Youth; *Poverty; Preschool Education; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; *Well Being; Youth Problems
IDENTIFIERS- Child Mortality; *Delaware; *Indicators; Women Infants Children Supplemental Food Program

This Kids Count Fact Book is combined with the Families Count Fact Book to provide information on statewide trends affecting children and families in Delaware. The Kids Count statistical profile is based on 11 main indicators of child well-being: (1) births to teens 15 to 17 years; (2) births to teens 15 to 19 years; (3) low birth weight babies; (3) infant mortality; (4) child deaths; (6) teen deaths by accident, homicide, and suicide; (7) juvenile violent crime arrests; (8) high school dropouts; (9) teens not in school and not working; (10) children in poverty; and (11) children in one-parent households. Additional issues affecting children profiled in the report include: early care and education; children without health insurance; alcohol, tobacco, and other drugs; child abuse and neglect; and foster care. The report notes an improvement in births to teens and child mortality but notes increasing rates of low birth weight babies; teen deaths by accident, homicide, and suicide; teens not attending school and not working, child poverty, and children in one-parent households. The report contains 75 data tables related to the indicators. The Families Count statistical profile details the conditions of families, children and individuals in Delaware communities. The five indicator categories are: (1) healthy children; (2) successful learners; (3) resourceful families; (4) nurturing families; and (5) strong and supportive communities. For each indicator, the recent trend in Delaware, and Delaware compared to the U.S. average, are posted. (KB)

ED 448 939 PS 029 179

Reder, Nancy D.
Finding Funding: A Guide to Federal Sources for Out-of-School Time and Community School Initiatives.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.

students' ability to fully participate in the school experience. Additionally, no economic value is placed on children's time, nor is their time considered a significant issue in the debate over school closures, long bus rides, and the quality of education. More research on busing is needed, especially on the effects of long bus rides on children and families and on the correlations between long bus rides and dropout rates, student achievement, and parent participation. (Contains 37 notes.) (TD)

ED 448 956 RC 022 703

Kannapel, Patricia J.
Standards-Based Reform and Rural School Improvement: Similarities, Differences, Prospects for the Future. Rural Education Issue Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Standards; *Accountability; *Change Strategies; Community Involvement; Educational Change; Educational Philosophy; Elementary Secondary Education; National Standards; Professional Development; *Rural Education; *School Community Relationship
IDENTIFIERS- *Place Based Education; *Reform Strategies

This comparison of standards-based reform with rural school improvement efforts that emphasize locally responsive, place-based curricula reveals differences and similarities in the two movements. The standards-based movement is focused on setting state and national standards that all students must meet, suggesting a common curricular focus. Most advocates of standards-based reform advocate some local discretion. Rural school improvement is focused on teaching children knowledge and skills within the context of their local communities to prepare them for effective participation at the local as well as state and national levels. Standards would be developed within local communities. Explicit in this approach is the desire to sustain rural communities and lifeways. Despite their differences, the two movements share two important goals: promoting greater educational equity and increasing the intellectual rigor of classroom curricula and pedagogy. If place-based curricula are to coexist with and complement standards-based reforms, three key issues must be resolved. First, if standards are developed locally, how will schools be helped to develop local assessments tied to those standards and how would they be held accountable? If state assessments tied to accountability mechanisms are imposed, how can those assessments be responsive to locally developed curricula? Second, what kind of professional development assistance do teachers need to develop experiential curricula tied to state standards but centered on the community, and who will provide this assistance? Finally, how can parents and community members be involved in creating standards that are uniformly high for all students but responsive to local needs? (Contains 21 notes.) (TD)

ED 448 957 RC 022 704

Leopold, Gregory D.; Childers, Robert D.; Howley-Rowe, Caitlin
Rural School Principals' Views on the Comprehensive School Reform

Support; *Local Government; Mergers; *Public Opinion; *Rural Areas; Rural Population; *School Support; *State Legislation; State Surveys; Tables (Data)
IDENTIFIERS- Funding Formulas; *Nebraska

This report details results of the 1999 Nebraska Rural Poll, which asked rural Nebraska residents for their opinions on recent school finance legislation and on proposed consolidation of county offices and services. Survey responses were received from 3,036 residents of Nebraska's 87 nonmetropolitan counties. Recent school finance legislation changed the distribution of state aid by giving relatively more assistance to school districts with low costs per student. In addition, property tax levy limits for school districts were lowered. About half of rural Nebraskans believed that educational quality in their local district had not changed as a result of either legislation, while about a third thought that educational quality had decreased. Those most concerned with the effects of this legislation on educational quality were better educated respondents, those with children at home, those who were married, and those aged 30-49. Proposals to consolidate county offices and services were opposed by most rural Nebraskans, with opposition to consolidation strongest among those living in very small communities, women, those aged 65 and older, persons with low income, and those with a high school education or less. Results are detailed in data tables and figures. (SV)

ED 448 974 RC 022 765

Robledo Montecel, Maria, Ed.; Goodman, Christie L., Ed.
IDRA Newsletter, 2000.
PUB DATE- 00
NOTE- 151p.; Published 10 times per year. For 1999 newsletter issues, see ED 436 331.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Advocacy; Bilingual Education; Bilingual Teachers; Community Involvement; Dropout Rate; Educational Change; *Educational Needs; *Educational Strategies; Elementary Secondary Education; *Equal Education; Higher Education; *Hispanic American Students; Mexican American Education; Minority Groups; *Parent Participation; Teacher Education
IDENTIFIERS- *Texas

The 10 issues of IDRA Newsletter published in 2000 focus on education in Texas and on national and statewide educational issues concerning minority, low-income, or bilingual students. Feature articles include: "Musical Chairs and Unkept Promises" (reforming education to keep all students "in the game"); "The ENLACE Initiative: Strengthening Communities, Increasing Opportunity, Fostering Success"; "Parent Leaders in School"; "Reauthorization of the Elementary and Secondary Education Act Upcoming: Much Debate but Little Movement"; "Program Evaluation and Title VII Programs: Some Guiding Ideas"; "We Should Not Kid Ourselves: Excellence Requires Equity"; "Equity Principles and School Reform: What It Takes To Ensure That 'All Means All'"; "Why Better Isn't Enough: A Closer Look at TAAS Gains" (achievement gains on the Texas Assessment of Academic Skills); "Math and Science Get C on Report Card on Gender Equity"; "Making a Difference for Children: Comprehensive Centers Network"; "Are Computers Appropriate in the Early Childhood Classroom? A Case for Cyberkinder"; "Teaching Limited-English-Proficient Students through the Arts"; "Bridging the Digital Divide in Our Schools: Achieving Technology Equity for All Students"; "Sticks and Stones: What Words Are to Self-Esteem";

role of the model developer in program implementation, and how the rural context affected progress. The studies found that the funds awarded generally were sufficient for program implementation. Program developers were able to provide quality training and support despite the schools' isolation and small size. Teachers recognized the fit between the models chosen and school needs. CSRD models that were more prescriptive were implemented very quickly, and teachers observed significant pupil gains in related skills. Less prescriptive models were implemented more slowly and were subject to some teacher skepticism and indifference. State accountability systems played a major role in motivating schools to participate in CSRD. Parents and community members were minimally involved in CSRD implementation. Small school size seemed to facilitate internal communications and problem solving. Appendices contain case study details and data collection forms. (SV)

ED 448 991 RC 022 799

Weber, Holly A., Ed.
Wilderness Medicine Newsletter, 2000: For the Recognition, Treatment, and Prevention of Wilderness Emergencies.
PUB DATE- 00
NOTE- 50p.; For volume 10, see ED 437 240. Published bimonthly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Accident Prevention; *Clinical Diagnosis; *First Aid; Injuries; Medical Services; *Outdoor Activities; Outdoor Leadership; Physical Health; *Preventive Medicine; Safety; Training; Travel; *Wilderness; Wildlife

The six issues of Wilderness Medicine Newsletter published in 2000 provide medical and rescue information for the nonphysician in remote wilderness areas. Feature articles include: "Lions & Tigers & Bears, Oh My!" (wildlife precautions) (Jeanne Twehous); "Calamity in the Unroofed Temple" (collapse of a famous snow arch) (Nicholas Howe); "Considerable Bad Luck?" (mountaineering accident and rescue) (Mike Jewell); "Unraveling Abdominal Pain: A Wilderness Diagnostic Approach" (Adam Oster): "Oral Fluids and Cave Rescue" (Keith Conover); "Shedding Light on the Sunscreen Controversy: What Sunscreen Can and Can't Do--and Why" (Mark F. Naylor); "Dehydration and Associated Environmental Illness" (Andrea Geremia); "Leadership in the Prevention of Backcountry Injuries and Illnesses" (Sue Barnes); "'Lost Proofing': How To Avoid Getting Lost, and, If Lost, How To Be Safe and Help Yourself To Be Found" (Nancy Lyons); "Stonefish and Sea Snakes and Jellyfish, Oh My!" (Jeanne Twehous); "When the Shark Bites"; "Got the Travel Bug?" (Sue Barnes); and "Don't Get Bugged in Bed" (Chris Lourigan). Issues also contain announcements of wilderness first aid and medical training, search and rescue training, training in backcountry skills and avalanche awareness, and publications. (SV)

ED 448 992 RC 022 801

Watts, Rebecca S.
An Alternative School within a School: A Case Study on Meeting Motivational, Curricula, and Instructional Needs of At-Risk Students.
PUB DATE- 00
NOTE- 27p.; Presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).

Engineering (S&E) research facilities at U.S. colleges, universities, and biomedical institutions. This report presents the major findings from the 1998 survey and provides a summary of the changes that took place between the 1988 and 1998 surveys. A brief description of the study's methods precedes a discussion of its major findings, which include the amount and distribution of research space, adequacy of the amount of research space and its condition, the construction of S&E research space, the repair/renovation of S&E research facilities, sources of funds for S&E research facilities projects, deferred construction and repair/renovation, minority-serving institutions, animal research facilities, and biomedical research facilities. Appendices contain technical notes, a list of the sampled institutions, the survey questionnaire, a reference list, detailed statistical tables, and a glossary. (YDS)

ED 449 014 SE 064 357

Glandon, Shan
Caldecott Connections to Science.
PUB DATE- 00
NOTE- 235p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; *Childrens Literature; *Constructivism (Learning); Elementary Education; Experiential Learning; Geology; Hands on Science; Instructional Materials; *Integrated Curriculum; Multiple Intelligences; Problem Solving; *Science Instruction
IDENTIFIERS- *Caldecott Award; Caldecott (Randolph); Earth; Frogs; Moon

This volume brings award-winning literature to all areas of the science curriculum. The lesson plan format includes the four stages of engagement, elaboration, exploration, and connection. Each story is followed by activities that make connections between literature, science, and the arts. Chapters include: (1) "Frog Went A-Courtin'," which studies the life cycle, predators, diet, and frog habitats; (2) "The Funny Little Woman," which investigates Earth materials, rocks, soils, water, Earth's crust, and landscape changes; (3) "Make Way for Ducklings," which explores animal habitats and ducks; (4) "Many Moons," which studies Earth's moon; (5) "One Fine Day," which concerns the interrelationships of events; (6) "The Snowy Day," which investigates states of matter; (7) "Song and Dance Man," which explores the human body, skin, bones, the brain, and energy; (8) "A Story, a Story," which studies the importance of insects; (9) "Sylvester and the Magic Pebble," which investigates weather; (10) "A Tree is Nice," which explores trees; and (11) "The Caldecott Award." which studies Randolph Caldecott. (YDS)

ED 449 015 SE 064 363

Carpenter, Thomas P.; Levi, Linda; Farnsworth, Valerie
Building a Foundation for Learning Algebra in the Elementary Grades.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 8p.; Published quarterly.

Park, Hyun-Ju; Choi, Byung-Soon
Korean High School Students' Views about Learning and Knowing Science.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000). "The research reported in this article was made possible largely through grant from Brain of Korea 21 Project."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; *Epistemology; Foreign Countries; High School Students; High Schools; *Learning; Science Education; *Student Motivation
IDENTIFIERS- *Conceptual Change; South Korea

While previous studies have recognized and have researched the resistance of students' scientific conception to change and the difficulty of the change of the conception's status, few have investigated the idea of conceptual ecology as the affective and motivational aspects might play when students are exposed to conceptual change learning. The present study was conducted to describe in detail Korean students' view about learning and knowing science with students' conceptual ecologies. The study was interpretive, using multiple data sources to achieve a triangulation of data. Three students from a public high school for boys serve as cases representative of Korea students' views of learning and knowing science. Students' enthusiasm to pursue science was closely connected to their views about learning and knowing science. Students' views about learning and knowing science are influenced by their views regarding science and science class including the nature of knowledge, learning, and their epistemological commitments. They influence students' self-efficacy and motivation on learning science. (Contains 34 references.) (Author/ASK)

ED 449 038 SE 064 507

Ediger, Marlow
Motivating Pupils To Learn in Mathematics.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Learning Theories; *Mathematics Instruction; *Motivation Techniques; *Teaching Methods

The mathematics teacher has a major responsibility in assisting pupils to learn in ongoing lessons and units of study. This paper discusses ways of motivating students in the mathematics classroom from the perspectives of different learning theories such as behaviorism, humanism, cognitive psychology, and constructivism. Guidelines for teaching mathematics are also provided. (ASK)

ED 449 039 SE 064 511

Burrelli, Joan S.
Graduate Enrollment in Science and Engineering Increases for the First Time Since 1993. SRS Data Brief.
PUB DATE- 01

(S. Balderas; C. White); (5) "Transforming the Social Studies Curriculum" (D. Brun; S. Bouldin; C. White); (6) "Instruction in the Social Studies" (C. Charron; C. White); (7) "Assessment in Social Studies" (K. LeRoy; D. Dudley; C. White); (8) "Technology Issues for Transforming Social Studies" (D. Brennan; T. Jensen; C. Harrison; C. White); (9) "Technorealism: Addressing the Issues in Social Studies" (T. Walker; C. White); (10) "Citizenship Education" (T. VanWinkle); (11) "Controversial Issues in the Social Studies" (S. Lawrence; T. Terence; C. White); (12) "An Issues-Centered Social Studies" (C. White; T. Walker); (13) "Social Justice and Critical Pedagogy for Social Studies" (K. Gewinner; C. Krohn; C. White); (14) "Quilting the Curriculum: Integrating through Social Studies" (J. Campbell; C. Mumpire; C. White); (15) "Towards a Multicultural Social Studies" (D. Owens; D. Newman; C. White); (16) "Primary Social Studies" (P. Keller; C. White); (17) "Integrating Current Events" (B. Weinberg; S. Neumann; C. White); (18) "Cooperative Learning and Social Studies" (Z. A. Blanton; C. White); (19) "Critical Thinking and Inquiry for Social Studies" (J. Katra; C. White); (20) "Professional Development" (J. Penner); (21) "Providing Voice: Teacher Empowerment and Democratic Classrooms" (C. White; T. Walker); and (22) "Social Studies Teacher Education and the Modern/Postmodern Debate" (T. Walker; C. White). Contains an afterword, a selected bibliography, and a list of Web sites. (BT)

ED 449 062   SO 032 139

Waldron, John
Lesson One: The History of an Australian Hunter-Gatherer Culture. Australian Studies High School Series. History Unit.
PUB DATE- 98
NOTE- 13p.; Funded by the Department of Foreign Affairs & Trade through the Embassy of Australia's Cultural Affairs Office, Washington, D.C. For the other lessons in this series, see SO 032 140-142.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anthropology; Area Studies; Beliefs; *Cultural Context; Foreign Countries; Geography; High Schools; *Indigenous Populations; *Life Style; Material Culture; Social Studies; *World History
IDENTIFIERS- *Aboriginal Australians; *Australia (Tasmania); Australian History; Historical Background

This lesson, one of four stand-alone lessons that examine Australia as an aspect of world history, is designed to teach students about hunter-gatherer societies in the context of Tasmanian Aboriginal culture. Tasmania represents a particularly useful site for the study of hunter-gatherer societies because it is geographically isolated, even from mainland Australia; the Tasmanian Aborigines used a simple tool kit, close to original hunter-gatherer lifestyles; and the hunter-gatherer lifestyle persisted in Tasmania until the arrival of Europeans in the 19th century. The lesson has three parts. In part one, students examine the "material culture" of aboriginal society, the collection of artifacts, known as the Tasmanian tool kit, which were used every day for food gathering, hunting, and carrying. In part two, students explore the connection between geography and lifestyle, using a map to locate available resources and to chart the migration patterns of hypothetical hunter-gatherer groups. In part three, students objectives, evaluation methods, and activity procedures. (Contains a 4-item bibliography of Mexican and Guatemalan folk tales to go with the lesson plans and a 6-item bibliography of other folk tales.) (BT)

ED 449 084 SO 032 450

Schlichting, Kimberly
Textiles as a Reflection of Ancient and Contemporary Maya Cultures: An Interdisciplinary Unit for 6th and 7th Grade Students at John F. Kennedy Middle School, Northampton, MA. Fulbright-Hays Summer Seminars Abroad Program, 2000 (Mexico and Guatemala).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 30p.; Some illustrations and newspaper text may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Art Education; *Cultural Context; *Curriculum Development; Foreign Countries; Interdisciplinary Approach; *Maya (People); Middle Schools; Social Studies
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; Guatemala; *Mayan Art; Mayan Civilization; Mexico; *Textiles

This curriculum unit on textiles is intended for middle school students who have previously studied the cultures of modern and ancient Latin America. The unit does not employ Spanish language skills. Its lessons apply to individual, small group, and whole group work, and may take from 30 minutes to three class periods. The guide lists necessary sources, including student readings, ancient and current textile visuals and texts, maps, and videos. The unit contains eight lessons: (1) "Who Are the Maya and Where Are They Today?" (2) "What Does Your Clothing Mean?" (3) "The Geography of Huipiles"; (4) "Nation-States vs. Ethnic/Cultural Groups--Mapping Guatemala and Southeast Mexico"; (5) "The Symbols on a Huipil"; (6) "Creating a Huipil"; (7) "Video: Central America Close Up, Guatemala and El Salvador"; and (8) "Create a Drama Exploring the Clash between Traditions and Modernity." Each lesson outlines goals, procedures, and materials needed. (Contains illustrations of Mayan textiles.) (BT)

ED 449 085 SO 032 451

Brewer, Charles L., Ed.
National Standards for the Teaching of High School Psychology.
PUB DATE- 99
NOTE- 116p.; This document represents the work of the Task Force for the Development of National High School Psychology Standards of the American Psychological Association. Task Force authors are Laura L. Maitland, Ruth M. Anderson, Charles T. Blair-Broeker, Carol J. Dean, Randy Ernst, Jane S. Halonen, Bates Mandel, Wilbert J. McKeachie, and Marilyn J. Reedy.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Curriculum Development; *High Schools; *Introductory Courses; *National Standards; *Psychology; Social Sciences; Social Studies; *Student Educational Objectives; Student Needs
IDENTIFIERS- American Psychological Association; National High

and community involvement of Maryland women. The resource packet has three components: (1) display photographs of contemporary Maryland women; (2) descriptive captions to accompany each photograph; and (3) a resource booklet which contains a brief biographical profile of each woman pictured; personal reflections; suggested activities; and a resource directory. (BT)

ED 449 106 SO 032 504

Downs, Linda; Brenner, Carla
Views of Ancient Egypt. Teacher's Guide. School Arts: Looking/Learning.
PUB DATE- 98
NOTE- 10p.; For other guides from the same preparing institution, see SO 032 505-509.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Architecture; Art Activities; *Art Education; *Art History; Elementary Secondary Education; Foreign Countries
IDENTIFIERS- *Egypt; Egyptian Architecture; Egyptian Art; Hieroglyphics

This teaching guide discusses ancient Egyptian culture, the lithographs made by Napoleon's scientists in 1798-99 to study and record every aspect of Egypt, the world's subsequent fascination with Egypt, ancient Egyptian architecture, Egyptian writing, and archeologists' illustrations of Egypt. The guide suggests activities for elementary school, middle school, and high school. (BT)

ED 449 107 SO 032 505

Russell, Lynn P.
Johannes Vermeer: Legacy of Light. Teacher's Guide. School Arts: Looking/Learning.
PUB DATE- 98
NOTE- 9p.; For other guides from the same preparing institution, see SO 032 504-509.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; *Art Education; *Art History; *Artists; Cultural Context; Elementary Secondary Education; Foreign Countries; *Painting (Visual Arts)
IDENTIFIERS- Netherlands; Seventeenth Century; *Vermeer (Jan)

This teaching guide gives a brief overview of The Netherlands during Johannes Vermeer's career and describes and discusses his painting "The Girl in the Red Hat." The guide presents illustrations of four of Vermeer's paintings. It suggests activities for elementary school, middle school, and high school. (BT)

ED 449 108 SO 032 506

Denker, Eric
Mary Cassatt: Celebrating Everyday Life. Teacher's Guide. School Arts: Looking/Learning.
PUB DATE- 98
NOTE- 14p.; For other guides from the same preparing institution, see SO 032 504-509.
LANGUAGE- English

foods. Colorful photographs support early readers in understanding the text. The repetition of words and phrases helps early readers learn new words. The book also introduces early readers to subject-specific vocabulary words, which are defined in a section on words to know. The eight sections include: "The Food Guide Pyramid"; "Fats, Oils, and Sweets"; "Choosing Healthy Foods"; "Staying Healthy"; "Servings"; "Words to Know"; "Read More"; "Internet Sites"; and "Index/Word List." (SM)

ED 449 130 SP 039 705

Silver, Harvey F.; Strong, Richard W.; Perini, Matthew J.
So Each May Learn: Integrating Learning Styles and Multiple Intelligences.
PUB DATE- 00
NOTE- 134p.; Produced by Silver Strong & Associates, Inc.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *Cognitive Style; Curriculum Development; Diversity (Student); Elementary Secondary Education; *Integrated Curriculum; *Multiple Intelligences; Performance Based Assessment; Student Evaluation
IDENTIFIERS- Reflective Thinking

This book shows educators at all grade levels and in all content areas how to implement a holistic learning program that seamlessly integrates learning styles and multiple intelligences into instruction, curriculum, and assessment. It is designed to assist teachers in helping students become more reflective, self-aware learners. The book includes: rationales and research-based principles of learning that support integrated learning; classroom examples, activities, and organizers to help educators process ideas and analyze their current practices; instruments for readers to identify their own style and intelligence profiles; and planning templates for designing integrated lessons, assessments, and curriculum. The six chapters focus on: (1) "An Introduction to Multiple Intelligences"; (2) "An Introduction to Learning Styles"; (3) "Connecting the Models: Background"; (4) "Integrated Curriculum, Integrated Instruction"; (5) "Designing Integrated Performance Assessments"; and (6) "Teaching Learning Styles and Multiple Intelligences to Students." Appended are: the Multiple Intelligences Indicator for Adults; the Learning Styles Inventory for Adults: sample pages; and the Teaching Strategy Index. (Contains 52 references.) (SM)

ED 449 131 SP 039 706

Weis, Lois; Fine, Michelle
Speed Bumps: A Student-Friendly Guide to Qualitative Research.
PUB DATE- 00
NOTE- 132p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Students; Crime; *Educational Research; Ethics; Ethnography; Graduate Students; Higher Education;

ED 449 149 SP 039 732

Angus, David L.
Professionalism and the Public Good: A Brief History of Teacher Certification.
PUB DATE- 01
NOTE- 52p.; Edited by Jeffrey Mirel.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Administrators; College Faculty; Elementary Secondary Education; Higher Education; *Knowledge Base for Teaching; Knowledge Level; Liberal Arts; National Standards; Politics of Education; Preservice Teacher Education; Progressive Education; *Teacher Certification; *Teacher Competencies; World War II
IDENTIFIERS- California; Europe; National Council for Accreditation of Teacher Educ; New York; *Progressivism; Teacher Knowledge

This report describes the development of teacher certification in America, arguing that changes in and debates about teacher certification have revolved around four clusters of questions: who should control teacher licensing; the proper basis for making decisions about assuring teacher competence in individual cases; elements of teacher training courses; and how detailed and specific licensing systems should be. Three sections describe: (1) "Teacher Certification and Training in the Nineteenth Century" (e.g., who licensed, who trained teachers, different training regimens for urban and rural teachers, teachers' educational attainment, which knowledge was examined, politics of education, looking to Europe, and New York state); (2) "Teacher Certification and the Educational Trust" (e.g., the rise of administrative progressives, progressives target teacher certification, state control, from normal schools to teachers' colleges, schools and colleges of education, increases in formal training requirements, and decline of certification by examination); and (3) "The War and Post-war Years" (e.g., the National Commission on Teacher Education and Professional Standards, the National Council for the Accreditation of Teacher Education, educationists versus critics of American education, classroom teachers aligned with liberal arts departments, criticism from liberal arts faculty, revising the credentialing system, and unified professional collapses). Contains 79 notes. (SM)

ED 449 150 SP 039 733

Siyakwazi, Ben; Siyakwazi, Peggy D.
Strategies in Teaching and Learning. Southern African Regional Institute for Policy Studies (SARIPS).
PUB DATE- 99
NOTE- 95p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; Discovery Learning; Elementary Secondary Education; Group Instruction; Individualized Instruction; Inquiry; Instruction; *Knowledge

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Factor Analysis; *Factor Structure; *Selection
IDENTIFIERS- *Eigenvalues; Parallel Analysis (Horn); Scree Test

This paper presents four methods for determining the number of factors to retain: (1) determining an eigenvalue greater than unity (K1); (2) the scree test; (3) the minimum average parallel approach; and (4) parallel analysis. Three of the four methods are illustrated through an example. Although the eigenvalue greater than unity and the scree test are the most widely used methods, the parallel analysis and the minimum average partial are the most accurate methods. (Contains 1 figure, 6 tables, and 19 references.) (Author/SLD)

ED 449 171 TM 032 249

Rose, Tara; Kaser-Boyd, Nancy; Maloney, Michael P.
Essentials of Rorschach Assessment. Essentials of Psychological Assessment Series.
PUB DATE- 01
NOTE- 228p.; Alan S. Kaufman and Nadeen L. Kaufman, Series Editors.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adults; Clinical Diagnosis; Diagnostic Tests; *Evaluation Methods; *Personality Assessment; Personality Measures; *Test Interpretation; Test Use
IDENTIFIERS- *Rorschach Test

This step-by-step guide provides a clear and concise reference for those who want to understand and use the Rorschach inkblot test with confidence. The book reviews the strengths and weaknesses of the Rorschach, and offers advice on its clinical applications, with emphasis on the evaluation of adult personality. The chapters are: (1) "Overview"; (2) "How To Administer the Rorschach"; (3) "How To Code the Rorschach"; (4) "How To Create a Structural Summary for the Rorschach"; (5) "Principles of Interpretation"; (6) "Strengths and Weaknesses of the Rorschach"; (7) "Clinical Applications of the Rorschach"; and (8) "Illustrative Case Report." Six appendixes contain additional information, including the response form, scripts, and scoring materials. (Contains 52 references, an annotated bibliography and an index.) (SLD)

ED 449 172 TM 032 252

Baker, Eva L.
Understanding Educational Quality: Where Validity Meets Technology. William H. Angoff Memorial Lecture Series.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Meeting of the Educational Testing Service (5th, Princeton, New Jersey, November 8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

NOTE- 17p.; Paper presented at the Annual Conference of the American Evaluation Association (Honolulu, HI, November 1-5, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; Delivery Systems; Elementary Secondary Education; Organizational Climate; *Organizational Effectiveness; Pretests Posttests; Program Evaluation; Rural Schools; *School Districts; Teacher Empowerment; Teacher Surveys; *Teachers; *Technical Assistance

As part of a project to learn more about the technical assistance process of helping high needs schools to develop the organizational capacity to support effective school performance, this study examined changes after two years of technical assistance delivery in a high needs school district. The district was in a rural area with one elementary school, one middle school, and one high school. Three instruments were selected to measure the construct of organizational capacity, and these surveys were administered to district faculty members in the 1996-1997 school year (pretest). The instruments included a measure of school participant empowerment, school professional community, and perceived organizational effectiveness. This paper summarizes findings from the posttest in 1999 in which the same 3 instruments were administered to 80 teachers to measure changes. The high school teachers' improved scores in decision making, self-efficacy, status, and impact suggest that improved conditions and practices at the high school resulted in a heightened sense of empowerment. Other differences among teachers at the three levels are discussed. As a whole, the district appears to have expanded its organizational capacity in teacher empowerment but made minimal progress in creating sustainable professional learning and increasing organizational effectiveness. Recommendations are made to improve these two areas of practice. (Contains 3 figures and 12 references.) (SLD)

ED 449 193 TM 032 302

Nitko, Anthony J.
Educational Assessment of Students. Third Edition.
PUB DATE- 01
NOTE- 514p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Assessment; *Elementary School Teachers; Elementary Secondary Education; Higher Education; *Performance Based Assessment; Reliability; *Secondary School Teachers; *Student Evaluation; Tables (Data); Teacher Education; *Test Construction; Textbooks; Validity

This text offers teachers and education majors practical, step-by-step guidance on how to create and use assessments. It can serve as the textbook for an undergraduate or first graduate course in educational assessment. This third edition focuses more clearly on classroom assessment than the previous editions. Each chapter has been revised with the goal of making the material more relevant to the practical issues teachers face. The chapters are: (1) "Classroom Decision Making and Using Assessment"; (2) "Describing the Goals and Learning

(070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Research Methodology; *Statistical Significance
IDENTIFIERS- *Confidence Intervals (Statistics)

The recent American Psychological Association Task Force on Statistical Inference report suggested that confidence intervals should always be reported. Other researchers also agree that confidence intervals should be used as a supplement to statistical significance testing. The confidence interval is defined as a range of values constructed around a point estimate that makes it possible to state the probability that the interval contains the population parameter between its upper and lower confidence limits. This paper examines specific flaws in statistical significance testing, as reported by these researchers, and suggests the use of confidence intervals based on the recommendations of the Task Force. The construction of confidence intervals using range null hypothesis, as opposed to null hypothesis, is also discussed. (Contains 26 references.) (SLD)

ED 449 215 TM 032 360

Thompson, Bruce; Vidal-Brown, Sherry A.
Principal Components versus Principle Axis Factors: When Will We Ever Learn?
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Factor Analysis; Factor Structure
IDENTIFIERS- *Principal Axis Procedure

Analysts differ quite heatedly over the use of principal components rather than principle axis factor analysis. The difference between the two approaches involves the entries used on the diagonal of the matrix of associations that is analyzed. This paper uses an actual data set (N=539; variables =98) to illustrate that these two methods converge in their results when the number of variables is large, even if score reliabilities are low. (Contains 2 tables and 13 references.) (Author/SLD)

ED 449 216 TM 032 361

Baugh, Frank G.
Increasing the Generalizability of ANOVA Results by Judicious Selection of Fixed-, Random-, and Mixed-Effects ANOVA Models.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Variance; Research Methodology
IDENTIFIERS- *Fixed Effects; *Random Effects

The analysis of variance (ANOVA) is a frequently used statistical procedure by which the equality of more than two population the next generation of workers. Dr. Siu explained how investments in worker training pay off for the employer and cited advantages of electronic learning technologies for worker training. (Contains 10 references.) (SLD)

ED 449 238 UD 033 895

Sylvester, Kathleen; Reich, Kathy
Restoring Fathers to Families and Communities: Six Steps for Policymakers.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 00
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Programs; Early Parenthood; *Fathers; *Low Income Groups; Minority Groups; Nonprofit Organizations; Parent Education; *Parent Participation; Public Policy; State Programs; Urban Youth

This guide lays out a detailed six-step strategy for promoting father involvement, especially among low-income, unwed men. Each of the six steps includes a menu of policy options from which policymakers can choose. Each step also includes detailed examples of what states, communities, and nonprofits nationwide are doing to promote responsible fatherhood, along with contacts and resources for policymakers who want to learn more. The six steps are: (1) teach men to be good parents; (2) help fathers improve relationships with their children's mothers; (3) remove barriers to work for low-income fathers; (4) use federal funds to finance responsible fatherhood programs; (5) make the child support system work for families; and (6) campaign to reinforce the message that "fathers matter." Teaching young men to be responsible fathers involves teaching them to delay parenthood until they reach adulthood, are old enough to marry, and have the education and skills to support their children financially. It also means teaching all fathers, regardless of age, education, or income level, how to relate to their children in healthy and positive ways. (SLD)

ED 449 239 UD 033 918

Butts, Jeffrey A.
Youth Crime Drop. Report.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Crime; *Violence; *Young Adults
IDENTIFIERS- *Arrests; *Juvenile Crime

This report examines the recent drop in violent crime in the United States, discussing how much of the decrease seen between 1995-99 is attributable to juveniles (under age 18 years) and older youth (18-24 years). Analysis of current FBI arrest data indicates that not only did America's violent crime drop continue through 1999, but falling youth crime accounted for most of the overall decline. In 1999, law enforcement agencies made approximately 14 million arrests, 17 percent of which involved juveniles under age 18 years and 28 percent of which incorporate innovation and update changing technology. These problems were particularly noticeable at smaller, private, rural institutions. Six appendixes include a U.S. Department of Commerce press release; participating HBCUs; references; information about the National Association for Equal Opportunity in Higher Education; information about the study team; and the study instrument. (Contains 10 references.) (SM)

ED 449 258   UD 033 942

Rudo, Zena H.; Achacoso, Michelle; Perez, Delia
Collaborative Action Team Process: Bringing Home, School, Community, and Students Together To Improve Results for Children and Families. Final Research Report.
PUB DATE- 00
NOTE- 305p.; Contributors were Catherine Jordan, Jerry Elder, Amy Averett, and Evangelina Orozco. Figures may not reproduce well. Produced by the Southwest Educational Development Labratory, Program for Refining Educational Partnerships.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Cooperative Planning; Educational Improvement; Elementary Secondary Education; *Parent School Relationship; Partnerships in Education; Program Effectiveness; *School Community Programs; Teamwork

This report details a study designed to test the sustainability of a school-based Collaborative Action Team (CAT) process, which attempted to address the need to enhance family and community involvement in education and to be self-sustaining over time. Based in communities across five Southwestern states, the intervention tested the sustainability of collaborative partnerships among families, community members, school personnel, and students and the efficacy of this intervention to improve student success. Training for CAT participants consisted of activities to improve their knowledge of, skills in, and attitudes toward collaboration and shared leadership. Qualitative and quantitative measures were used to evaluate and continually refine the CAT process. Data collected provided information on site characteristics, implementation and sustainability of the process, the sustainability of team collaboration, and student outcomes. Overall, results indicated that the development of school-based, collaborative partnerships was an effective way to improve results for students and families in school communities. Establishment of a core team of representative partners was possible with appropriate time and support. Most partnerships were sustained for 1-4 years, with numerous goals accomplished. Forms and data from the intervention are appended. (Contains 26 references.) (SM)

ED 449 259   UD 033 945

Casserly, Michael; Jepson, Jack; Williams, Adriane; Lewis, Sharon
Adequate State Financing of Urban Schools: An Analysis of State Funding of the New York City Public Schools.
PUB DATE- 00
NOTE- 50p.; Edited by Nancy Kober and Caroline Eisner.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)

ED 448 782 IR 057 941

A Student's Guide to Evaluating Libraries in Colleges and Universities.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Libraries; College Students; Decision Making; Evaluation Criteria; Facilities; Higher Education; Libraries; Library Collections; Library Materials; *Library Services

A student's selection of a college or university should include an evaluation of the library and its services and resources. Identifying and evaluating a good library are important in determining the level of educational opportunities an institution will provide. This publication is designed to help students make a decision about which college or university to attend by providing questions to consider in three critical areas: library facilities, resources, and services. Facilities questions include: Is the library building easy to find? When you are in the library, can you easily find your way around? Is the library space inviting? Is there adequate space for users and collections? Is there a variety of study spaces? Are the library hours convenient? Can the library accommodate any disabilities or special needs you may have? and Are multimedia production facilities available for your use? In terms of resources, careful consideration and evaluation of information in all formats is important. Questions should include: Is there an adequate collection in a variety of formats? Is the collection sufficiently current? Is there a Web-based catalog? Are there electronic tools for locating magazine and journal articles? Are required readings available electronically? Are resources available electronically in full-text format? Are library resources available remotely? and Will the library readily obtain materials for you that are not owned by the library? To understand the variety of services offered, students should consider these questions: Is sufficient staff available to help you? Is the staff friendly, helpful, knowledgeable, and available when you need them? What instruction programs are available to teach you how to use the library? Are computer terminals available and easily accessible? What ways can you access the library from your personal computer? Are there fees for services, such as printing? If so, are the fees reasonable? What services are available on a 24-hour basis? Can you get help electronically, such as via an e-mail question to a library staff member? How does the library support distance education if the college or university offers courses you can enroll in from off-campus? and Does the library support emerging technologies such as laptops, palm pilots, and e-books? (AEF)

ED 448 783 IR 057 958

Bennett, Blythe A.
Internet Resources for Library Media Specialists and Children's Librarians. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00

was conducted among students at the Grants Pass campus and Riverside Center. Grants Pass students most often remarked on classes and programs (27%) followed by faculty/staff and general comments (each 14%). In terms of classes and programs, students most often voice a desire for more variety/class times (23%), and more evening and summer classes (10% each). Not surprisingly, the parking situation was mentioned most often by Riverside Center students (27%). The vast majority of remarks on parking are negative (96%). Nearly four out of five (78%) of the remarks regarding faculty/staff are positive. All remarks on food service indicate a need for improved/expanded facilities. Many other comments relate to a desire for child and health care, and a possible need for better traffic control. (Contains Sample Summaries and Addendum Questionnaire.) (JA)

ED 448 803 JC 010 073

College Measures Criteria.
PUB DATE- 99
NOTE- 13p.; For a related document on academic measures criteria, see JC 010 074.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Outcomes Assessment; Community Colleges; Educational Quality; Evaluation Criteria; *Institutional Evaluation; Program Effectiveness; *School Effectiveness; Two Year Colleges
IDENTIFIERS- *Austin Community College TX

This report outlines institutional effectiveness measures at Austin Community College (Texas). Areas of assessment include transfer outcomes, workforce education, developmental education, retention, student services, and adult education. This report shows the purpose of each area of assessment, followed by the intended outcome, assessment criteria, and methodology of one or more effectiveness measures in a given area of assessment. For example, effectiveness measures for academic programs transfer include transfer rate, transfer intent fulfillment, and success at the transfer institution. The intended outcome for 'transfer intent fulfillment' is that first-time students who indicate an intent to transfer and who have earned at least 15 credit hours in baccalaureate transfer courses will transfer to a 4-year college or university within 6 years of their initial enrollment. Its assessment criteria is that 65% of first time students who indicate an intent to transfer and who have earned at least 15 credit hours in baccalaureate transfer courses will transfer to a 4-year college or university within 6 years. The methodology is a longitudinal analysis of student intent data collected from student applications. (JA)

ED 448 804 JC 010 074

Effectiveness Update: Academic Programs Transfer Effectiveness Measures.
PUB DATE- 99
NOTE- 37p.; For a related document on academic measures criteria, see JC 010 073.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Outcomes Assessment; Community Colleges; Educational Quality; *Institutional Evaluation; Program

at the freshmen and sophomore levels. Information about writing assignments revealed that of the 216 faculty respondents, 36 percent required research papers, 14 percent journals, 28 percent essays, and 19 percent summaries. The survey revealed various other issues that should be addressed in the future, such as reading and writing prerequisites for certain college-level courses, student attitudes that inhibit their ability to learn and persist, and supplemental support for developmental students. The report includes an overview of the most frequent faculty comments, from which some of the more valuable information came. Attachments contain faculty survey instruments, data from the survey, and the revised syllabus for the developmental classes. (JA)

ED 448 824 JC 010 097

Cassara, Shirley, Ed.; Bernard, Jean M., Ed.
Teaching for Our Times: Focus on Learning, Volume Two.
PUB DATE- 00
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *College Faculty; Community Colleges; Discovery Learning; Higher Education; *Learning; Teachers; Teaching Experience; *Teaching (Occupation); Two Year Colleges
IDENTIFIERS- *Bunker Hill Community College MA

The articles in this book were written by faculty and staff at Bunker Hill Community College (MA), each author addressing the issue of learning by incorporating their experiences as educational leaders. In this second volume of Teaching for Our Times, the focus is on what makes and shapes learning. The 16 chapters cover topics such as learning from diversity, learning to serve, ways of learning, and transformation through learning. They illustrate the action research paradigm in which the results of learning come back to influence the style of delivery, thus completing the teaching-learning cycle. In an article entitled "Building Community in the Classroom," Sharyn Lowenstein shares five strategies to build a community spirit within the classroom. In another article, Vilma M. Tafawa argues that "to be successful in a multicultural language classroom, instructors of English must have an appreciation of the relationship between culture and language and the influence of the native language on second language acquisition." Other articles include: (1) "Bagels, Sushi, Fufu, and Flan: The Diversity Project and Recipes for Change" (Lloyd Sheldon Johnson); (2) "Everything I Know about Teaching Can Be Learned from a Bumper Sticker" (Kevin Finnigan); and (3) "Communicating across Cultures in the Operating Room" (Jayne MacPherson). (JA)

ED 448 825 JC 010 098

Annual Report to the Governor, FY 1999-2000.
PUB DATE- 00
NOTE- 74p.; For the Statistical Supplement to this report, see JC 010 099.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Community Colleges; Educational Finance; Enrollment; *Institutional Characteristics; Institutional Evaluation; School Effectiveness; *State Boards of Education; Two Year Colleges

NOTE- 32p.; For the ACC College-Wide Goals, see JC 010 124. Produced by Austin Community College, Office of Institutional Effectiveness.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Planning; Community Colleges; Educational Objectives; Educational Planning; Institutional Research; *Long Range Planning; Needs Assessment; *Organizational Objectives; *Self Evaluation (Groups); *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Austin Community College TX

This document describes a two-step process that Austin Community College (ACC) (Texas) used to develop its 1999-2004 strategic guidelines. The first step involved guiding college task forces, programs, support areas, and committees through the process of reviewing college-wide strategic priorities; identifying those priorities to which each area needed to respond; identifying tactics each area would use to meet related key objectives; identifying specific personnel, timeframe, and resources needed to implement tactics; and specifying outcomes that would indicate that the objective had been met. A sample worksheet is included, as well as a table aligning general strategic priorities/key objectives with specific program/support areas. The second step of the process involved visioning--asking each program and non-teaching area to look out over the next five years and forecast how things will be different. Short consensus responses, focused on new initiatives that are significant to the "big picture" of ACC, were posted on the Web for wider consideration. Attachments include descriptions of organizational elements and responsibilities of the instructional area within the planning process; a timeline for the 1998-99 strategic planning process; and a description of the overall ACC strategic planning process and priorities. (PGS)

ED 448 846 JC 010 124

Austin Community College Strategic Planning for 1999-2004: College-Wide Goals.
PUB DATE- 99
NOTE- 16p.; For The ACC Strategic Planning Guidelines, see JC 010 123.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Community Colleges; *Needs Assessment; *Organizational Objectives; Program Evaluation; *School Community Relationship; School Holding Power; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Austin Community College TX

This document contains nine strategic planning priorities and associated key objectives set by Austin Community College (ACC) (Texas) for 1999-2004. Planning priorities include: (1) expand existing and develop new instructional programs to meet identified community needs; (2) explore instructional delivery alternatives for courses and programs to ensure instructional flexibility; (3) improve student retention and educational goal completion for students attending ACC; (4) expand student recruitment efforts to increase access to higher education for

PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adopted Children; *Adoption; Adoptive Parents; Attachment Behavior; Caregiver Child Relationship; Caseworker Approach; Child Caregivers; *Child Health; *Child Welfare; *Fetal Alcohol Syndrome; Followup Studies; Parent Child Relationship; *Prenatal Drug Exposure; Prenatal Influences; Public Policy
IDENTIFIERS- International Adoption

As child welfare professionals have become aware of the impact of prenatal substance exposure on children in the adoption process or who are available for adoption, there is a heightened need for understanding a range of issues connected with prenatal alcohol and drug exposure. This book addresses many of these issues, including the impact of prenatal substance exposure on children's immediate and long-term health and development; remedial effects of a positive postnatal environment; counseling suggestions for prospective adoptive parents; and supports to maximize positive adoption outcomes. The chapters are: (1) "The Impact of Prenatal Substance Exposure: Research Findings and Their Implications for Adoption" (Madelyn Freundlich); (2) "Outcomes for Drug-Exposed Children Eight Years Postadoption" (Richard P. Barth and Devon Brooks); (3) "African American Kin Caregivers and Child Welfare Issues: Research Implications" (Robert B. Hill); (4) "Fetal Alcohol Exposure and Adult Psychopathology: Evidence from an Adoption Study" (Remi J. Cadoret and Kristin Riggins-Caspers); (5) "T.I.E.S. for Adoption: Supporting the Adoption of Children Who Were Prenatally Substance Exposed" (Susan B. Edelstein, Jill Waterman, Dorli Burge, Carolyn McCarty, and Joseph Prusak); (6) "Alcohol-Related Disorders and Children Adopted from Abroad" (Jane Ellen Aronson); (7) "Attachment Issues for Adopted Infants" (Mary Dozier and Kathleen E. Albus); (8) "Societal Attitudes toward Drug-Using Women and Their Children: Past and Present" (Stephen R. Kandall); (9) "Emerging Legal Issues in the Adoption of Drug-Exposed Infants" (Judith Larsen and Harvey J. Schweitzer); and (10) "The Adoption of Children Prenatally Exposed to Alcohol and Drugs: A Look to the Future" (Madelyn Freundlich). (KB)

ED 448 866 PS 029 088

Pankey, Janel Christine
The Benefits of Reading Aloud to Pre-School Children.
PUB DATE- 00
NOTE- 60p.; Master's Thesis, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Beginning Reading; Books; Childrens Literature; Emergent Literacy; Language Skills; Parent Child Relationship; *Parents as Teachers; *Preschool Children; Preschool Education; *Reading Aloud to Others; Research Needs; *Story Reading
IDENTIFIERS- Shared Book Experience; Shared Reading

Noting that reading aloud to preschool children significantly influences their reading development, this master's thesis examines the many benefits from reading aloud to preschoolers. The thesis reviews research indicating that when parents read aloud, they help their children learn vocabulary, complex sentence structure, and story structure. Furthermore, by reading aloud, parents build their child's self-esteem, encourage curiosity about words, and introduce the pleasures of reading. The thesis identifies additional research showing that early readers experience more success in school than later readers. Children who have been read to develop print awareness listing data resources, Web sites of interest, information on performing data calculations, and interpretation instructions. (SD)

ED 448 886 PS 029 111

Bryant, Jennings, Ed.; Bryant, J. Alison, Ed.
Television and the American Family. Second Edition.
PUB DATE- 01
NOTE- 467p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Educational Television; *Family (Sociological Unit); Influences; *Mass Media Effects; Parent Role; Programming (Broadcast); Public Policy; Social Attitudes; Social Change; *Television Research; *Television Viewing

Noting drastic changes in both television and the family since the 1990 edition, this revised volume provides an extensive consideration of television's role in the American family, from the uses families make of television and how extensions such as remote controls and VCRs affect usage, to the meanings families have for television, families' evolving attitudes toward television, and the portrayal of families on television. The articles also examine the effects TV has on families and discuss the ways families can mediate television's impact on their lives. The articles are as follows: (1) "Evolution in the Family's Use of Television: An Overview" (Margaret Andreasen); (2) "Television Use in Families with Children" (Jennifer A. Kotler, John C. Wright, and Aletha C. Huston); (3) "Home Ecology and Children's Television Viewing in the New Media Environment" (David J. Atkin); (4) "Remote Control Devices and Family Viewing" (James R. Walker and Robert V. Bellamy, Jr.); (5) "The VCR, Home Video Culture, and New Video Technologies" (Carolyn A. Lin); (6) "Family Attitudes toward Television" (Dan Brown and Tammy Hayes); (7) "Five Decades of Families on Television: From the 1950s through the 1990s" (James D. Robinson and Thomas Skill); (8) "Sibling Interaction in Situation Comedies over the Years" (Mary Strom Larson); (9) "Balancing Acts: Work-Family Issues on Prime-Time TV" (Katharine E. Heintz-Knowles); (10) "Portrayals of Families of Color on Television" (Jannette L. Dates and Carolyn A. Stroman); (11) "Subversion of the American Television Family" (William Douglas); (12) "How Psychologically Healthy Are America's Prime-Time Television Families?" (Jennings Bryant, Charles F. Aust, J. Alison Bryant, and Gopakumar Venugopalan); (13) "The Meaning of Television in the American Family" (Alison Alexander); (14) "Conflicts and Resolution Strategies Associated with Television in Marital Life" (Walter Gantz); (15) "Effects of Television on Child and Family Emotional Well-Being" (Joanne Cantor and Marie-Louise Mares); (16) "Television and the Family: The Cultivation Perspective" (Nancy Signorielli and Michael Morgan); (17) "Family Mediation" (Nancy L. Buerkel-Rothfuss and Rick A. Buerkel); (18) "Effects of Family Communication on Children's Interpretation of Television" (Erica Weintraub Austin); (19) "Mediating Advertising Effects" (David M. Boush); (20) "Curriculum-Based Preschool Television Programming and the American Family: Historical Development, Impact of Public Policy, and Social and Educational Effects" (J. Alison Bryant, Jennings Bryant, Lisa Mullikin, James F. McCollum, and Curtis C. Love); and (21) "The Effect of Television Policy on Children and Families" (Marina Krcmar). (Each chapter contains references.) (HTH)

NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Children; *Criminals; *Demography; Drug Abuse; Educational Attainment; Homeless People; Mental Disorders; Parent Background; *Parent Child Relationship; *Parents; Sex Differences
IDENTIFIERS- *Incarcerated Parents

This report presents information on the characteristics of parents incarcerated in state or federal prisons. Data were obtained from personal interviews conducted for the 1997 Survey of Inmates in State and Federal Correctional Facilities. Findings indicated that a majority of state and federal prisoners were the parents of at least one minor child. Prior to incarceration, 44 percent of fathers and 64 percent of mothers lived with their children. Nearly half of incarcerated parents were black; about a quarter were white. Parents in state prison were younger than those in federal prison. Most parents in state (70 percent) and federal (55 percent) prisons lacked a high school diploma. Forty percent of fathers and 60 percent of mothers in state prison had at least weekly contact with their children. In state prisons, mothers consistently reported more frequent contact with their children than fathers. In federal prisons, mothers and fathers had more similar levels of contact with their children. A majority of incarcerated parents were violent offenders or drug traffickers. A majority of parents in state prison used drugs in the month before their offense. One-third of mothers in state prison committed their crime to obtain drugs or money for drugs. The report also presents information on parents' marital status, expected time served, previous drug and alcohol use, prior convictions and incarcerations, sex differences in type of offenses, mental illness, and previous homelessness. The report's appendix describes the methodology and presents information on the standard errors for selected characteristics of state and federal prisoners with minor children. (KB)

ED 448 904 PS 029 129

Diamond, Marian; Hopson, Janet
Magic Trees of the Mind: How To Nurture Your Child's Intelligence, Creativity, and Healthy Emotions from Birth through Adolescence.
PUB DATE- 98
NOTE- 466p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Brain; *Child Rearing; *Children; Creativity; Early Experience; Emotional Development; Enrichment; *Enrichment Activities; Environmental Influences; *Intellectual Development; *Intelligence
IDENTIFIERS- *Brain Development

Based on the premise that the brain is a highly plastic, constantly changing entity that is powerfully shaped by experiences in childhood and throughout life, this book presents information on enriching childhood brain development. Each stage of childhood development is profiled, with the changes in the brain described and their implications for

Education
IDENTIFIERS- *Social Marketing

Social marketing campaigns employ general marketing strategies to deal with social issues and affect behavioral change. These issues include environmental dilemmas, community health problems, and social development. Noting that educational issues are not often addressed, a meeting was convened by the Harvard Family Research Project (HFRP) to present social marketing as a strategy to boost family involvement in education. Drawing from this meeting and from other research by HFRP, this article describes social marketing principles and shows how they apply to family-school partnerships. The article proposes that a formal introduction to the principles of social marketing can benefit those involved in such efforts. Seven principles are used as a framework for social marketing: (1) all strategies begin with the customer; (2) markets are carefully segmented; (3) consumer behavior is the bottom line; (4) intervention involves the four Ps: product, price, place, and promotion; (5) competition is always recognized; (6) market research is essential to designing, pretesting, and evaluating programs; and (7) programs must be cost effective. The article concludes by asserting that the principles of social marketing can help managers and educators develop strong and persuasive programs that can play an important role in the lives of many children. (KB)

ED 448 921 PS 029 149

After School Learning Initiative Resources .
PUB DATE- 00
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *After School Education; *After School Programs; *Child Advocacy; *Children; Elementary Secondary Education; Family Programs; *Financial Support; *Program Evaluation

This document is comprised of two papers providing resources for after-school programs and additional information available from the Harvard Family Research Project (HFRP). The first paper, "Organizations in Out-of-School Time: An Introduction," reviews the national, state, and local organizations active in the field of out-of-school time, grouped by topical area: (1) advocacy; (2) funding and policy at the national, state, and local levels; (3) training and development; and (4) research and evaluation. The second paper, "Federal Funding in Out-of-School Time with Accountability Requirements and Evaluations," details funding for after-school programs and related programming with accountability requirements and evaluations. Both major and minor funding streams are described, with the following information provided for each program: (1) goal; (2) appropriations; (3) sites; and (4) accountability/evaluation information. Information also is provided on the goals of the HFRP After-School Initiative for promoting quality programs and improved outcomes for children and youth, the topics of future "Issues and Opportunities in Out-of-School Time" briefs related to evaluation approaches, the HFRP after-school outcomes evaluation database, and information on the out-of-school time issue of HFRP's quarterly newsletter, "Evaluation Exchange." (KB)

ED 448 922 PS 029 150

PUB DATE- 00
NOTE- 217p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *After School Education; *After School Programs; Community Programs; Elementary Secondary Education; *Federal Aid; Federal Programs; *Financial Support; School Community Relationship

Noting the increasing need for improved access to quality after-school services, this guide to federal funding sources for out-of-school time programs and community schools (OST/CS) is designed to assist program leaders, policymakers, and others in nonprofit, public, and private organizations in taking advantage of federal funding opportunities. In addition to discussing opportunities and strategies for gaining access to and using federal funds, the guide includes a catalog with information on 121 federal programs. Following an introductory section, Section 2 of the guide examines the changing context for financing OST/CS programs, discussing trends in social welfare, health care, federal programs, the national economy, tobacco settlements with states, and implications for programs' financial strategies. Section 3 describes the various types of federal funding mechanisms, their structures, and requirements. Section 4 lays out a framework for considering how to choose which federal programs might be tapped for a particular initiative, and provides information about funding levels. Section 5 presents an array of strategies for maximizing federal funds and creating more flexibility in using federal funding streams, including examples of OST/CS programs that have successfully implemented these approaches and tips for using these strategies. Section 6 is the catalog of federal programs that can support OST/CS programs, including a matrix of programs by service domain and a 1-page summary of 121 federal programs. The guide's three appendices list the federal programs by sponsoring agency, delineate which federal programs have a specific grantee, and display federal programs by type of funding. A list of organizational and published resources completes the report. (KB)

ED 448 940   PS 029 185

Dailey, Susan M.
A Storytime Year: A Month-to-Month Kit for Preschool Programming.
PUB DATE- 01
NOTE- 411p.; Illustrated by Nancy Carroll Wagner.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; Classroom Techniques; Learning Activities; *Preschool Curriculum; Preschool Education; *Story Telling; *Thematic Approach; *Units of Study

Noting the need for children's librarians, preschool teachers, and storytellers to keep their programs interesting and fresh, this guide is comprised of 48 theme-based units for preschool-level programs in libraries, early childhood settings, or at home. The guide is presented in two parts. Part 1 contains tips for theme-based program planning and provides theoretical and practical information on participation stories and magnetic board stories. Part 2, the bulk of the guide, presents theme-

Demonstration Program Application Process. Rural Education Research Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Disadvantaged Schools; *Educational Change; Elementary Secondary Education; Parent Participation; *Principals; *Program Attitudes; Program Implementation; Resistance to Change; *Rural Schools; School Community Relationship; School Surveys; Technical Assistance
IDENTIFIERS- *Comprehensive School Reform Demonstration Program; Kentucky; Tennessee; Virginia; West Virginia

To generate information that would help rural schools take advantage of the Comprehensive School Reform Demonstration (CSRD) program, 47 principals of rural schools in Kentucky, Tennessee, Virginia, and West Virginia were interviewed via telephone. The schools fell into two categories: schools that applied but were not funded through the CSRD program and schools that were eligible for CSRD funding but did not apply. Principals from both groups indicated that rural schools needed more information about the CSRD program and technical assistance in preparing proposals; obstacles to school reform included resistance to change among staff and community members and insufficient resources, time, community support, and understanding of school reform efforts; the districts supported reform efforts but community support for reform was mixed; and assistance was needed in technology utilization, proposal development, effective curricular strategies, and parental involvement. Principals from schools that applied but were not funded noted limited resources and preparation time. Principals from schools that did not apply said they were unaware of the program. Principals from schools that applied but were not funded indicated that various reform efforts were being implemented at their schools, with most being funded by other sources. Principals from schools that did not apply most frequently noted state-mandated reforms being implemented in their schools. Implications for CSRD implementation include increasing support for disadvantaged schools, designing enough flexibility into CSRD programs to meet the needs of rural schools, and ensuring that rural schools are fully aware of the program in time to prepare for it. Appendix contains interview questions. (TD)

ED 448 958 RC 022 705

Kusimo, Patricia S.; Keyes, Marian; Balow, Nancy; Carter, Carolyn S.; Poe, Renee
Economic Development, Education, and Community Engagement in Rural Persistent Poverty Communities: Conference Summary (Arlington, Virginia, October 27-29, 1999).
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 30p.; Funded through NSF's Transitions from Childhood to the Workforce Program as a supplement to Grant #HRD-9815117, Voices--the Next Step: Alliances To Improve SMT Education for Rural Girls and Other Rural Students.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

"Valued Parent Leadership"; "Parents Are the Best Advocates"; "Bridging the Gap between Schools and Families: A Family Friendly Approach"; "Project Alianza: Second Year Milestone"; "Development through Engagement: Valuing the 'At-Promise' Community"; "A Note To Say 'Thank You'" (community task forces planning for educational equity); "Coca-Cola Valued Youth Program: Another Success Story"; "Carrying Out Our New Promise" (Leadership in Diversity initiatives); "Equity Challenges Continue"; "'Minority Women in Science: Forging the Way'--Marianita Chee's Story"; "TEA's School Leaver Codes: The Rest of the Story"; "Attrition Rates in Texas Public High Schools: 1999-00 Study Results"; "IDRA Coca-Cola Valued Youth Program: Model Dropout Prevention Program"; "Fulfilling a Commitment to Small, Rural, and Remote Districts"; "Nine Priorities for Public Education: Policy Reforms in Texas"; "Partnerships Facilitate Educational Access and Opportunity for Latino Youth"; and "Do We Lose Ourselves When We Lose Our Language? Why Care about Language Recapture." (Contains a cumulative index, January-December 2000.) (SV)

ED 448 975 RC 022 766

Salinas, Claudio
A Small District's Quest for Survival.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Support; Elementary Secondary Education; *Financial Exigency; Mergers; Reduction in Force; Rural Schools; *School District Size; School District Wealth; *State Action; *State School District Relationship
IDENTIFIERS- *School District Dissolution; Small School Districts; *Texas

In Texas, a financially troubled school district must submit a plan of action to the Texas Education Agency (TEA) for improving its financial situation without harming the quality of education delivered. If things get worse, TEA assigns a financial monitor to advise the district on overcoming its financial problems and to determine if further sanctions are necessary. If financial conditions continue to worsen, TEA sends a Master, who has authority to overrule the superintendent and the board. District options for bringing costs under control include reducing personnel; contracting out for transportation, food, and custodial services; increasing efforts to collect taxes or recover delinquent taxes; raising the tax rate; and increasing the average daily attendance, the main factor in determining state aid levels. In extreme cases, the district may opt to divest itself of high school or all secondary grade levels. Nearby wealthy districts can be solicited to purchase weighted average daily attendance or to consolidate tax bases with the struggling district. If there are no wealthy districts nearby, help cannot be solicited. Voluntary consolidation or annexation can be accomplished with approval from voters in both districts. Districts in grave financial condition will be dissolved and ordered to be annexed to an adjoining district. In either consolidation or annexation, the receiving district receives special funds to assist in the handling of the inherited deficit. This paper recounts a small district's journey through this process to forced annexation and gives recommendations to districts in similar circumstances. (TD)

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Exploration; Case Studies; Disadvantaged Youth; Group Counseling; *High Risk Students; High Schools; *House Plan; *Interpersonal Competence; *Nontraditional Education; School Counseling; School Holding Power; *Self Esteem; *Small Classes; Student Needs; Vocational Education
IDENTIFIERS- Louisiana

A study investigated how motivational, curricular, and instructional needs of at-risk students were accommodated by an alternative school program located and organized within a conventional high school in northern Louisiana. Data were gathered through documents; classroom observations; and interviews with students, teachers, and the administrator of the alternative school. Findings indicate that behaviors characterizing the at-risk students in the alternative school program resulted from low self-esteem and lack of social skills. An academic program that allowed students to experience success and a counseling program that addressed the specific needs of each student contributed to meeting the motivational needs of the students. Students attending the alternative school were accommodated with a curriculum that allowed them to complete the requirements for a high school diploma. Block scheduling allowed them to earn more credits per year than they could in the conventional program, so they could actually catch up. Vocational training opportunities were provided in addition to the regular curriculum. Because this alternative school was located within a conventional school, students could participate in the elective courses and extracurricular activities offered by the surrounding school. Small class sizes enabled teachers in the alternative school to meet the individual instructional needs of students. (Contains 19 references.) (TD)

ED 448 993 SE 061 847

Braus, Judy A.; Wood, David
Educacion Ambiental en las Escuelas: Creando una Programa que Funcione! (Environmental Education in the Schools: Creating a Program That Works!).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 516p.; For English version, see ED 363 520.
LANGUAGE- Spanish
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Curriculum Development; Educational Objectives; Elementary Secondary Education; *Environmental Education; *Learning Activities; *Learning Strategies; Lesson Plans; Student Evaluation; Teaching Guides; *Teaching Methods
IDENTIFIERS- *Environmental Education Programs

This book is a manual that enables teachers to formulate an effective program of environmental education across multiple grade levels and cultural settings. A section provides tips for using the book, followed by nine chapters dealing with different aspects of developing and implementing an environmental education program. Chapter 1 presents a brief overview of what environmental education is all about. Chapter

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptio[illegible] (141)
DESCRIPTORS- Abstract Reasoning; *Algebra; *Arithmetic; Educational Change; Elementary Education; *Elementary School Mathematics; *Mathematics Instruction; *Professional Development; Teaching Methods

"In Brief" focuses on K-12 mathematics and science research and implications for policymakers, educators, and researchers seeking to improve student learning and achievement This brief highlights the learning gains of 240 elementary students involved in a long-term study in Madison, Wisconsin and their remarkable ability to reason with arithmetic in ways that build their capacity for algebraic reasoning. The research summarized in this article shows that with appropriate teacher professional development, teachers can learn to help students learn mathematics in ways that both enhance their understanding of arithmetic and provide a foundation for learning algebra. Teaching and policy considerations for learning algebra in the elementary grades are attached. (ASK)

ED 449 016 SE 064 371

Lindenberg, Henrique; Arevalo, Luis Alberto Tello
Using Images To Teach the Beginnings of Structural Engineering.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Civil Engineering; Higher Education; Overhead Projectors; *Student Interests; Teaching Methods; *Transparencies; *Visual Aids
IDENTIFIERS- *Brazil (Sao Paulo)

Aiming at turning theory of structures into a captivating subject to civil engineering students and at helping them understand the link between the mathematical models and the real structures, a new experience is underway at the Department of Structural and Foundation Engineering of Excola Politecnica da Universidada de Sao Paulo: transparencies are being used to introduce visually some of the first concepts of theory of structures. Transparencies introducing the concept of structure, transparencies presenting the historical evolution of civil engineering structures and transparencies showing the relation between the mathematical models and the real structures were produced. These transparencies were used for the first time in 1997, with great success. This paper presents the details of this experience. (Author/YDS)

ED 449 017 SE 064 373

The Dynamics of Technology-Based Economic Development: State Science and Technology Indicators.
PUB DATE- 00
NOTE- 159p.; Some small print may not reproduce well. This report and its contents were developed by Taratec Corporation, Columbus, Ohio.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.

NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Engineering Education; *Enrollment; *Graduate Students; *Graduate Study; Higher Education; *Science Education
IDENTIFIERS- *National Science Foundation; United States

Enrollment of science and engineering (S&E) graduate students in the United States increased in 1999 after five consecutive annual decreases. In the fall of 1999, 411,308 students were enrolled in S&E programs at the graduate level, a 2% increase from 404,903 in 1998. The number of full-time students enrolled for the first time in graduate science and engineering programs increased for the third consecutive year, signaling possible continued increases in total enrollment in the future. Statistical tables on graduate enrollment in science and engineering by field, race/ethnicity, and race/ethnicity of non-white United States citizens and permanent residents are included. (SAH)

ED 449 040 SE 064 513

Rhoton, Jack; Bowers, Patricia
Professional Development Planning and Design. Issues in Science Education.
PUB DATE- 01
NOTE- 195p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Standards; *Educational Change; *Elementary Secondary Education; Evaluation; Learning; *Professional Development; Science Instruction; *Science Teachers; Teacher Effectiveness
IDENTIFIERS- National Science Education Standards; Third International Mathematics and Science Study

This book focuses on the professional development of teachers and discusses issues related to the planning and design of professional development programs. The content of the book is divided into three parts. Part 1, Standards-Based Reform and Professional Development includes: (1) "National Science Education Standards as a Catalyst for Change: The Essential Role of Professional Development" (Rodger W. Bybee and Susan Loucks-Horsley); (2) "Professional Development Designed To Change Science Teaching and Learning" (Susan Loucks-Horsley and Katherine E. Stiles); (3) "If We Want To Talk the Talk, We Must Also Walk the Walk: The Nature of Science, Professional Development, and Educational Reform" (Norman G. Lederman, Fouad Abd-El-Khalic, and Randy L. Bell); (4) "A Continuum of Standards for Science Teachers and Teaching" (Steven W. Gilbert); and (5) "Alphabet Soup for Science Teachers: Making Sense of Current National Science Education Reform Initiatives" (Angelo Collins). Part 2, Planning for Professional Development, includes: (1) "Using ENC and ERIC To Plan for Professional Development" (Thomas Gadsden, Jr., and Kimberly S. Roempler); (2) "Pathways to the Science Standards" (Juliana Texley); (3) "The Professional Development of Science Teachers for Science Education Reform: A Review of the Research" (Julie Gess-Newsome); (4) "Science Teacher Professional Development: A Researchers Perspective" (Jane Butler Kahle and Mary Kay Kelly); and (5) "The Colorado College Integrated Natural Sciences Program (CC-ISTEP): Putting into Practice Some Essential Principles of Teacher Development" (Paul J. Kuerbis explore Aboriginal beliefs by examining Tasmanian spiritual concepts and then making their own legends, customs, and art in the Aboriginal style. The lesson contains a teacher introduction, three handouts (with a teacher answer key for the first handout), suggested activities for each part, and follow-up activities. (BT)

ED 449 063 SO 032 140

Waldron, John
Lesson Two: Terra Australis. Australian Studies High School Series. History Unit.
PUB DATE- 98
NOTE- 12p.; Funded by the Department of Foreign Affairs & Trade through the Embassy of Australia's Cultural Affairs Office, Washington, D.C. For other lessons in this series, see SO 032 139-142.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Foreign Countries; *Geography; Global Approach; High Schools; Seafarers; Social Studies; *World History
IDENTIFIERS- *Australia; Australian History; England; Historical Background; Netherlands; Portugal

This lesson, one of four stand-alone lessons that examine Australia as an aspect of world history, points out that Australia's unique geographic characteristics and history serve as a useful case study of key global concepts. The lesson focuses on exploration and control of trade routes during the Age of Discovery. The lesson has two parts. In part one, students learn about Portuguese maritime exploration beginning in the late 1500s. The Portuguese dominated the spice trade between Europe and East Asia in the 15th and 16th centuries. In part two, students learn about Dutch and British exploration. The Dutch supplanted the Portuguese, and the British took control of commerce in the area after the 1768 expedition of Captain James Cook. The lesson contains a teacher introduction, three handouts, suggested activities for each part, and follow-up activities. (BT)

ED 449 064 SO 032 141

Lipke, Tamara
Lesson Three: Evolution of a National Identity and an International Voice. Australian Studies High School Series. History Unit.
PUB DATE- 98
NOTE- 14p.; Funded by the Department of Foreign Affairs & Trade through the Embassy of Australia's Cultural Affairs Office, Washington, D.C. For other lessons in this series, see SO 032 139-142.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Colonialism; Cultural Context; Foreign Countries; High Schools; *International Relations; *Nationalism; Social Studies; *World History
IDENTIFIERS- *Australia; Australian History; Great Britain; Historical Background; *National Identity

This lesson, one of four stand-alone lessons that examine Australia as an aspect of world history, addresses the

School Psychology Standards

In 1995, the American Psychological Association commissioned a task force to develop standards that identify what students in an introductory high school psychology course should learn. The task force's mission was to prepare a document that could be used by policymakers, educators, curriculum developers, parents, and other stakeholders to determine what high school psychology students should know and how they can demonstrate what they know. This publication is constructed to guide curriculum decisions by providing content and performance standards and to guide teachers in designing instruction to meet performance indicators. It provides recommendations for constructing, maintaining, and revising psychology curricula for a quality high school psychology education, and explains the importance of integrating diversity, technology, and active learning into the curriculum. The guide is organized into five parts: (1) "Context and History"; (2) "Standards"; (3) "Implementation Issues"; (4) "References"; and (5) "Resources." Following the standards is a sample unit plan that integrates the standards into a variety of lesson strategies. Appendixes provide resources. (BT)

ED 449 086 SO 032 452

Hamot, Gregory E.; Shokoohi-Yekta, Mohsen; Sasso, Gary M.
Civic Competencies and Students with Disabilities.
PUB DATE- 00
NOTE- 29p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (80th, San Antonio, TX, November 16, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship; *Citizenship Education; Comparative Analysis; Educational Research; High Schools; Inclusive Schools; *Public Schools; Social Studies; *Special Needs Students
IDENTIFIERS- Iowa

Given the need for students with disabilities to acquire citizenship skills similar to those of their peers, this study explores and describes the understanding of selected civic competencies found in students of inclusive social studies classes and how they acquired this understanding. First, the study explores whether or not the level of understanding is significantly similar between students with disabilities and general education students in inclusive classrooms, thus supporting the philosophical underpinnings of inclusion in a democratic society. Second, the study describes the sources responsible for student understanding of these civic competencies with the goal of determining similarities and differences in these students' sources of knowledge. A test of civic competencies was developed for a basis of comparison, and a descriptive analysis of students' self-reported sources for understanding civic competencies was conducted. Participants included 32 students with disabilities and 474 general education students, all of whom attended 3 high schools in Iowa. The study included only those students who were present in inclusive classrooms. Findings suggest that students with disabilities did not fare as well as their general education peers on a test of civic competencies. Hispanic students, compared with white students, comprised the only ethnic group to show a significantly lower understanding of civic competencies as per the test of civic competencies. Three

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; *Art History; *Artists; Elementary Secondary Education; Females; *Graphic Arts; *Impressionism; *Painting (Visual Arts)
IDENTIFIERS- *Cassatt (Mary); Nineteenth Century

Mary Cassatt's paintings and graphics depict the world of 19th-century women, mothers, and children. Her exploration of intimate domestic life is informed by an unsurpassed ability to capture the natural, sometimes awkward poses of her figures and her refusal to "prettify" her subjects. This teaching guide gives an overview of Cassatt's life, art training, and travel in Europe. The guide provides information on the Impressionists and the historical and artistic context of a U.S. woman as a professional artist in the 19th century. It discusses Cassatt's approach to painting and describes one of her most famous paintings, "Little Girl in a Blue Armchair." The guide features illustrations of 15 of Mary Cassatt's paintings and graphics and suggests activities for elementary school, middle school, and high school. (BT)

ED 449 109 SO 032 507

Perlin, Ruth R.
The First Family of American Art. Teacher's Guide. School Arts: Looking/Learning.
PUB DATE- 98
NOTE- 13p.; For other guides from the same preparing institution, see SO 032 504-509.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; *Art Education; *Art History; *Artists; Cultural Context; Elementary Secondary Education; *Painting (Visual Arts)
IDENTIFIERS- *Peale (Charles Willson); *Peale (James)

The Peale family could be termed the "first family" of U.S. art. The patriarch, Charles Willson Peale, was an accomplished painter, scientist, inventor, founder of museums and art societies; his dynasty included his nine children and his younger brother, James Peale. This teaching guide discusses their diverse contributions to U.S. art and describes James Peale's best-known painting, "Fruit Still Life with Chinese Export Basket." The guide provides illustrations of 12 Peale paintings (6 by Rembrandt Peale) and suggests activities for elementary school, middle school, and high school. (BT)

ED 449 110 SO 032 508

Springer, Julie
Claes Oldenburg: Making the Ordinary Extraordinary. Teacher's Guide. School Arts: Looking/Learning.
PUB DATE- 99
NOTE- 15p.; For other guides from the same preparing institution, see SO 032 504-509.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; *Art Education; *Art Products; *Artists; Elementary Secondary Education; *Sculpture

Hispanic Americans; Political Influences; Poverty; *Qualitative Research; Research Methodology; Social Responsibility; *Student Research; Urban Areas; Violence
IDENTIFIERS- African Americans; Social Justice

This book is designed to help undergraduate and graduate students begin a discussion about the technicalities, politics, and ethics surrounding qualitative research, focusing on research in the interest of social justice. It offers a view of how two researchers have conceptualized their own research process and renders problematic many of the steps they have taken along the way. Input from student researchers at two New York colleges is also included. Chapter 1, "Cops, Crime, and Violence," offers a concrete example of the two researchers' urban ethnographic work in relation to the product, drawing on research involving 154 in-depth interviews with white, African-American, and Hispanic-American young adults about their experiences since leaving high school. Chapter 2, "A Note on Methods," describes their research methodology. Chapter 3, "Qualitative Research, Representations, and Social Responsibilities," and Chapter 4, "Reflections on the Politics and Methods of Qualitative Work," reflect back on the researchers' work, problematizing the apparently seamless process and offering a variety of methodological and ethical concerns as they and their students experienced them. (Contains 130 references.) (SM)

ED 449 132 SP 039 707

Mullen, Carol A., Ed.; Lick, Dale W., Ed.
New Directions in Mentoring: Creating a Culture of Synergy.
PUB DATE- 99
NOTE- 287p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Action Research; Administrators; College School Cooperation; Collegiality; Educational Research; Elementary Secondary Education; Higher Education; Instructional Leadership; *Mentors; Partnerships in Education; Preservice Teacher Education; Principals; Professional Development Schools; Student Teachers; *Teacher Collaboration; *Teacher Researchers; Teachers
IDENTIFIERS- *Synergy

This book offers narrative accounts of action research carried out by teachers, administrators, and professors operating a school-university collaboration. Following a preface, "Navigating a New Mentoring Pathway: The Search Begins" (Carol A. Mullen), there are 18 chapters in 3 parts. Part 1, "Mentoring a New Culture," includes: (1) "Introducing New Directions for Mentoring" (Carol A. Mullen); (2) "Adventures in Mentoring: Moving from Individual Sojourners to Traveling Companions" (Carol A. Mullen, Frances K. Kochan, and Fanchon F. Funk); and (3) "Proactive Comentoring Relationships: Enhancing Effectiveness through Synergy" (Dale W. Lick). Part 2, "Mentoring Partnerships," includes: (4) "Birth of a Book: A Narrative Study of a Synergistic Comentoring Process" (Carol A. Mullen); (5) "Creating Synergy in a Mentoring Relationship with a University Student Volunteer" (David S. Greenberg); (6) "The League of Mentors: A Strategy beyond the Faculty Handbook" (Freddie L. Groomes); (7) "Profiles in Mentoring: Perspectives from Female School and University Voyagers" (Fanchon F. Funk and Frances K. Kochan); (8) "Becoming Seamless: Dynamic Shifts in a Mentoring Commitment" (Lori L. Franklin); (9) "The Principal as Mentor: From Divergence to Convergence" (Eileen L.

Base for Teaching; Learning Disabilities; Lecture Method; Lesson Plans; Mental Retardation; *Pedagogical Content Knowledge; Planning; Questioning Techniques; Role Playing; *Teacher Role; Teachers; *Teaching Methods

IDENTIFIERS- *Teacher Knowledge

This book explores alternative strategies in teaching and learning, offering an expose of how to interpret curriculum, prepare lessons, construct lesson plans, present lessons effectively, develop teacher-student relationships, and appraise lessons constructively before and after presentation. The book highlights the importance of pedagogical studies in the teaching-learning process. The first section of the book presents six chapters aimed at giving teachers strategies to improve the quality of teaching: (1) "Introduction"; (2) "The Concept of 'Education' and Aims of Education"; (3) "The Role of the Teacher"; (4) "The Importance of Pedagogical Studies"; (5) "The Curriculum"; and (6) "Strategic Teaching and Learning." The second section presents seven chapters which develop basic principles mentioned in the first section, focusing on key teaching and learning methods: (7) "The Question Approach"; (8) "The Lecture Method"; (9) "Role-Play as a Teaching Method"; (10) "Group Work: Its Organisation and Functions"; (11) "Individualised Instruction"; (12) "The Discovery Method"; and (13) "Teaching Slow Learners." Contains an index. (SM)

ED 449 151   SP 039 734

Ahmed, Christine

Encouraging Lifelong Healthy Habits for a Positive Body Image in Adolescents.

PUB DATE- 00

NOTE- 9p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adolescents; Body Composition; *Body Image; Body Weight; Eating Disorders; Eating Habits; *Health Promotion; Psychological Patterns; Puberty; Secondary Education; *Self Esteem

This article discusses issues related to body image in adolescents, explaining what school practitioners can do to encourage lifelong healthy habits that enhance body image. Body image is the picture of physical self carried in the mind's eye. This impression can have little resemblance to how a teen actually looks. Body image culturalization is the process by which an adolescent integrates others' perceptions with an internal sense of what is an acceptable or ideal size. It is important for teens to feel acceptance and satisfaction with their bodies. This relates to overall self-esteem and self-confidence. Adolescents who are deeply unhappy with their body image or have trouble accepting the developmental changes that come with puberty might take extreme measures to control weight gain. It is useful for them to understand the connection between body image and eating disorders. Things that practitioners can do in their schools to help students build a positive body image as part of lifelong healthful habits include: discourage dieting, provide comprehensive nutrition education, stress the importance of maintaining a comfortable weight, and discourage teens from using weight and the scale to measure progress toward health. (SM)

ED 449 152   SP 039 736

(141),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Accountability; Educational Quality; Educational Research; *Educational Technology; Elementary Secondary Education; Research Reports; Scoring; *Student Evaluation; Test Construction; *Test Use; Testing Problems; *Validity
IDENTIFIERS- *Center for Research on Eval Standards Stu Test CA

With regard to testing, technology has already played significant roles in the form of scoring technology, analytical practices, and development strategies. Two common functions of technology and testing are currently at work. First is the use of technology to meet existing goals more efficiently, and second is the use of technology to expand the domains of testing so that domains of performance can be measured on a broad scale in areas previously inaccessible. Some of the work of the Center for Research on Evaluation, Standards, and Student Testing (CRESST) has focused on this goal. Several examples show how technology is being used to expand the domains that can be tested validly and credibly. One area of great interest is the reporting of test results to various publics. The CRESST Quality School Portfolio is a school-level information system being designed to make it possible to manipulate and draw inferences from school data. There is considerable resistance to the use of technology for educational purposes, with widespread concern about computer uses in testing because of equity concerns. There are many things wrong with the educational testing system at present, and the essence of the problem is that the testing system appears to serve, but really does not support the goals that have been set for it. Educators must think of system validity in testing, and not just the validity of a single measure. Good ways must be found to hold schools and students accountable for their accomplishments. An important step would be developing a clear, fully articulated, descriptive system of student learning. This would provide a rational basis for the selection of goals and learning options, including the design and use of software and classroom instruction, and the design and interpretation of tests. Technology in the service of understanding learning will help fix the deep validity problem at the heart of the present testing system. (Contains 5 figures and 16 references.) (SLD)

ED 449 173   TM 032 253

Webber, Bev, Comp.
Examining Assessment. Conference Proceedings (Wellington, New Zealand, October 1999).
PUB DATE- 00
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Assessment; Educational Research; Elementary Secondary Education; Foreign Countries; Indigenous Populations; Maori (People); *Student Evaluation; *Test Use
IDENTIFIERS- *New Zealand

Papers presented at the annual meeting of the New Zealand Council for Educational Research present diverse views on assessment in the context of proposals for national testing in primary schools in New Zealand. Also of widespread interest as the conference was developed was the restructuring of secondary school examinations. The papers are: (1) "Pressures, Priority and Progress: An International Perspective on School Assessment: Back to Basics" (Patrick Griffin); (2) "Commentary on Patrick Griffin's Paper" (Cedric Croft); (3) "A Primary

Targets of Instruction"; (3) "Validity of Assessment Results"; (4) "Reliability of Assessment Results"; (5) "Professional Responsibilities, Ethical Behavior, and Legal Requirements in Educational Assessments"; (6) "Planning for Integrating Assessment and Instruction"; (7) "Completion, Constructed-Response, and True-False Items"; (8) "Multiple-Choice and Matching Exercises"; (9) "Essay Assessment Tasks"; (10) "Higher-Order Thinking, Problem Solving, and Critical Thinking"; (11) "Performance, Alternative, and Authentic Assessments"; (12) "Performance Tasks, Portfolios, Rating Scales, and Scoring Rubrics"; (13) "Formal and Informal Diagnostic Assessments"; (14) "Preparing Students To Be Assessed and Using Students' Results To Improve Your Assessments"; (15) "Evaluating and Grading Student Progress"; (16) "Standardized Achievement Tests"; (17) "Interpreting Norm-Referenced Scores"; (18) "Finding and Evaluating Published Assessments"; and (19) "Scholastic Aptitude, Career Interests, Attitudes, and Personality Tests." Eleven appendixes contain discussions of topics related to educational assessment and basic statistics and some examples of educational assessment. (Contains 209 figures, 119 tables, and 576 references.) (SLD)

ED 449 194   TM 032 304

Ediger, Marlow
Harmonizing Mandated Standards and Principles of Learning in Psychology (Evaluating Curricular Issues).
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Curriculum; *Educational Psychology; Elementary Education; *Evaluation Methods; Rating Scales; *State Standards

Teachers need to align learning opportunities with state-mandated objectives. This process should begin with assessing the curriculum, possibly through the use of a 10-point scale by teachers, administrators, support personnel, and parents. To implement the needed learning opportunities, tenets from educational psychology should be used in teaching and learning situations. To determine whether or not a teacher is implementing principles of educational psychology, a Likert scale may be devised to assess the quality of instruction. There are also many procedures available to assess student achievement, ranging from standardized tests to portfolios. (SLD)

ED 449 195   TM 032 305

Ediger, Marlow
The Student, Journal Writing, and Assessment.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Learning; Student Evaluation; *Student Journals; *Writing Instruction

Journal writing gives students opportunities to practice writing in a way relevant to their experiences and not merely as an exercise in writing for writing's sake. There are many means can be tested without inflating the Type I error rate (D. Hinkle, W. Wiersma, and S. Jurs, 1998). Fixed-, random-, and mixed-effects ANOVA models are each capable of yielding interesting and useful results when applied in appropriate situations. However, the random- and mixed-effects models offer the added benefit of increasing the generalizability of results. This paper illustrates "rules of thumb" (C. Hicks, 1973) researchers can use to test all three models, explores the factors that should bear on model selection (B. Frederick, 1999), and explains how the Statistical Package for the Social Sciences (SPSS) can be use to evaluate all three models. An appendix contains the SPSS program to analyze fixed- and random-effects models. (Contains 3 tables and 19 references.) (Author/SLD)

ED 449 217 TM 032 362

VandenBosch, Dawn
Why Do We Factor Variables When We Care about Types of People? Q and Other Two-Mode Factor Analytic Models.
PUB DATE- 01
NOTE- 26p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Factor Analysis; *Personality Assessment; *Q Methodology

This paper explains the types of entities that can be analyzed using two-mode factor analysis and the techniques associated with each variation. It also provides an in-depth review and example of one of the most popular variations, the Q-technique. Even when researchers have multiple variables, multiple people, and multiple occasions of measurement, one of the modes is typically held constant while performing a factor analysis on the other two modes, which results in the data collapsing onto a face of the "data box." In factor analysis, the matrix of associations is computed from a raw data matrix. The rows are replicates and the columns are the mode that is to be factored. There are six types of two-mode factor analytic techniques, designated R, Q, O, P, S, and T. The R-technique is the one traditionally thought of when discussing factor analysis. The O-technique and the P-technique hold the individual mode constant, and all the data are from one individual (or an average of all individuals). The S- and T-techniques are rarely used, and they are only generalizable to one variable. The Q-technique seeks to identify different types of people by factoring people over variables, holding occasions constant. The Q-technique often uses a type of ranking of responses known as the Q sort. The Q sort is explained, and a heuristic example is given of the use of Q-technique. (Contains 5 tables and 18 references.) (SLD)

ED 449 218 TM 032 363

Hunt, Mary Helen; Meyers, Joel; Davies, Gwen; Meyers, Barbara; Grogg, Kathryn
A Comprehensive Needs Assessment To Facilitate Prevention of School Drop Out and Violence.
PUB DATE- 00
NOTE- 38p.; Paper presented at the Annual Meeting of the American

involved youth between age 18-24 years. This was 9 percent lower than in 1995. In 1999, juveniles accounted for 16 percent of all arrests for violent crimes, down from 19 percent in 1995. However, in 1999, juveniles accounted for a substantially larger proportion of arrests for weapon offenses than they ever did prior to 1990. Juveniles accounted for a decline of 29 percent in violent crime arrests between 1995-99. Juveniles and older youth accounted for 38 percent of the increase in violent crime arrests between 1985-95, but they accounted for 51 percent of the subsequent drop in violent crime between 1995-99. (SM)

ED 449 240 UD 033 923

Meyers, Marcia K.; Brady, Henry E.; Seto, Eva Y.
Expensive Children in Poor Families: The Intersection of Childhood Disabilities and Welfare.
PUB DATE- 00
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Children; *Disabilities; Employment Patterns; Federal Aid; *Health Care Costs; Mothers; *Poverty; Public Policy; State Aid; *Welfare Recipients
IDENTIFIERS- California; Cost of Living; Food Stamp Program; Medicaid; Social Security Disability Insurance

This book provides new estimates of the private costs and public effects of childhood disabilities among welfare recipients. Based on over 2,000 interviews conducted between 1992-96 with household heads in 3 California counties, the estimates cover direct expenditures by families and indirect costs from employment reductions. The study finds that poor parents with disabled children often face tradeoffs between meeting the special needs of their children or meeting the basic needs of their families, and between working or caring for their children. After examining participation rates in public assistance programs, the book estimates the likelihood that families with disabled children will exit these programs to independence. Concluding that public assistance may be an essential part of an income-packaging strategy for these families, the book maintains that government can move these families toward independence by providing employment-related support services and by adopting welfare eligibility rules that permit families to package earnings with continued SSI, welfare, Food Stamp, and health insurance assistance. The eight chapters are: (1) "Introduction"; (2) "Poor Families with Expensive Children"; (3) "Measuring Disabilities and Costs"; (4) "Data and Methods"; (5) "The Private Costs of Care" (6) "The Public Costs of Care"; (7) "Public Programs and Private Well-Being"; and (8) "Conclusions and Policy Implications." Four appendixes contain data on: maternal employment estimation, event history analysis of welfare transitions, hardship estimation, and disability measures. (Contains 85 bibliographic references.) (SM)

ED 449 241 UD 033 924

Thompson, Charles L.; Cunningham, Elizabeth K.
Retention and Social Promotion: Research and Implications for Policy. ERIC Digest Number 161.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

DESCRIPTORS- Academic Achievement; Academic Standards; *Educational Finance; Elementary Secondary Education; Expenditure per Student; *Financial Support; Poverty; Public Schools; School District Spending; Standardized Tests; *State Aid; Tables (Data); Urban Areas; *Urban Schools
IDENTIFIERS- *New York

This report examines performance and spending of the New York City Public Schools, distribution of state education aid to the city, and revenues needed by city schools to meet academic standards. The report looks in detail at: student demographic characteristics compared with national data; resources for educating students in New York City compared to the rest of the state; academic achievement in New York City public schools compared to state and national averages; spending of New York City public schools compared to spending nationwide; whether money matters to student achievement in New York; whether school aid is distributed fairly in New York; and how much funding is adequate for New York City. New York City is demographically more like large cities nationwide than other New York school systems. State aid is not commensurate with student enrollment and degree of poverty. Students' academic performance is below statewide and national norms. City schools spend resources in similar ways to average school systems nationwide. New York State's distribution of education aid undercompensates for minority children's poverty and undermines achievement. The New York City public schools are seriously underfunded to prepare students to meet high standards. (Contains 35 bibliographic references.) (SM)

ED 449 260 UD 033 946

Betsinger, Alicia M.; Garcia, Shernaz B.; Guerra, Patricia L.
Research Report for the Organizing for Diversity Project.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Consciousness Raising; *Cultural Awareness; Cultural Differences; *Diversity (Student); Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; Minority Group Children; Socialization; Teacher Attitudes; Teachers; Teaching Skills
IDENTIFIERS- Teacher Knowledge

This report describes the Organizing for Diversity Project, which generated professional development modules to prepare teachers to work more effectively with diverse students. Prototype modules were developed in collaboration with teacher volunteers, then field tested. The final 11 modules, which included 33 hours of training, were designed for implementation over 9 months. They emphasized: the importance of effective intercultural communication in the classroom; views of culture; cultural influences and the socialization of children; dimensions of cultural variability; strategies of acquiring culture-specific knowledge; and interviewing as a strategy to acquire culture-specific knowledge. Data analysis involved comparing entry and exit scores on quantitative measures and analyzing qualitative data sources for changes over time across four variables (awareness, knowledge, beliefs, and skills). Teachers' awareness about their own cultural identity increased, though perceptions about cross-cultural adaptability

NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Childrens Libraries; Electronic Journals; Elementary Secondary Education; Information Literacy; Information Technology; *Internet; Lesson Plans; Librarians; Library Associations; *Library Services; Listservs; Media Specialists; Public Libraries; School Libraries
IDENTIFIERS- ERIC Digests; *Web Sites

This digest is an annotated listing of 50 Internet resources for library media specialists and children's librarians. The resources are organized under the following headings: AskA services; electronic discussion groups; evaluation; Internet basics; keeping current; information literacy; lesson plans; online journals and book reviews; policy; professional organization World Wide Web sites; professional resource links; research; and technology. (MES)

ED 448 784 IR 057 959

Institute of Museum and Library Services: Identification and Analysis of Library and Museum Partnerships. Final Report.
PUB DATE- 00
NOTE- 13p.; Submitted by Aeffect, Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperative Programs; *Institutional Cooperation; *Libraries; Library Services; *Museums; Organizations (Groups); *Partnerships in Education
IDENTIFIERS- Institute of Museum and Library Services

One component of the National Leadership Grants (NLG) program of the Institution of Museum and Library Services (IMLS) is to promote collaboration between museums and libraries. This research assesses NLG program potential and gathers insights to help IMLS facilitate library/museum partnerships. The research: provides an estimate of the percentage of libraries that have engaged in partnerships with museums in the United States within the past 2 years, provides details on partnership activities, and assesses partnership needs. More than three-quarters of all 250 libraries surveyed (77%) have partnered with other organizations within the past 2 years, partnering most often with schools or other educational institutions (80%) or other libraries (78%). Libraries also partner with a variety of private and public organizations, including government agencies (35%), corporations or local businesses (28%), cultural organizations (26%) and private organizations (25%). Academic libraries tend to partner with organizations much like themselves; public libraries tend to engage in cross-sector collaborations. Academic libraries are significantly more likely than public libraries to partner with other libraries (86% versus 71%, respectively). Public libraries are significantly more inclined than academic libraries to partner with government agencies (42% versus 26%, respectively). In general, libraries are less likely to partner with museums than with other institutions. Only 16% report that they are currently partnering with a museum or have done so within the past 2 years. Among those libraries that have not engaged in a museum partnership within the past 2 years, some react favorably to the notion, although nearly as many say they would not consider a museum partnership. Almost half (44%) of those

Effectiveness; Program Evaluation; *School Effectiveness; Two
Year Colleges
IDENTIFIERS- *Austin Community College TX

This document is a compilation of reports that outline various institutional effectiveness measures and present assessment results and data at Austin Community College (ACC) (Texas). The College Effectiveness Update reports include Academic Programs Transfer Effectiveness Measures, Workforce Education Effectiveness Measures, Developmental Educational Measures, Retention Effectiveness Measures, and Student Services Measures. Each report describes the purpose, intended outcome, criterion, results, and data of one or more effectiveness measure. The purpose of the 'academic programs transfer effectiveness measures' is to prepare students for successful college or university transfer. The intended outcome of the 'workforce education effectiveness measures' is for students in workforce education programs to meet their educational goals. The criterion for 'retention effectiveness measures' is that the percentage of FTIC degree-seeking students enrolled in the fall semester who return the following spring semester will be higher than the state average. Results indicate that the percentage of ACC's fall 1996 FTIC degree-seeking students who returned in spring 1997 (58.6%) is 7.3 percent below the statewide average return rate of 65.9%. The intended outcome of the 'student services effectiveness measures' is for the unduplicated headcount enrollment of ACC to reflect the diversity of the population the College serves. (Contains data tables.) (JA)

ED 448 805 JC 010 075

Instructional Program Review Process.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Outcomes Assessment; Community Colleges; Educational Quality; *Evaluation Methods; *Institutional Evaluation; Program Effectiveness; *School Effectiveness; Two Year Colleges
IDENTIFIERS- *Austin Community College TX

The report describes the Instructional Program Review Process at Austin Community College (Texas). The report includes program review process timeline and schedule. The Instructional Program Review Process focuses on issues of need, cost, and effectiveness of instructional programs. It provides for identification of improvements, includes standards of academic quality, and allows for better decision-making, including modifications, budget, strategic planning. In consultation with the administration, Deans determine the order in which programs in their areas will be reviewed. Each dean will designate a self-study team for each instructional area. The selection will be based on recommendations from the Program Coordinator or Taskforce Chair. The Chair is the key member of the self-study team. The Chair's responsibility begins during the spring term prior to the self-study and continues through the next academic year until the final self-study report has been submitted. The basis of the program review process is the analysis of information relating to a set of core indicators. These core indicators have been identified by the Program Review Work Group and reflect the input from a variety of sources. They include indicators federal, state, and regional agencies, as

IDENTIFIERS- *Arizona

This report includes a brief statement regarding the progress of Arizona's community colleges during the past fiscal year and provides statistical information on finances, enrollment, employment, and educational programs. The document includes progress reports from colleges in Arizona's 10 community college districts. Each progress report presents institutional "facts-at-a-glance," major accomplishments in 1999-2000, major issues and resolutions in 1999-2000, and upcoming issues for 2000-2001. One of the major accomplishments of the State Board of Directors for Community Colleges of Arizona in 1999-2000 was the adoption of a resolution in support of Education 2000, a proposal to ask Arizona voters to approve a new education sales tax of 6/10 of 1%. Report highlights include: (1) fall 1999 full-time and part-time enrollment data indicate that 76.8% of community college students of Arizona had part-time status, and 23.2% had full-time status; (2) fall 1999 headcount by ethnic or race group shows that 62.9% were white and 18.7% were Hispanic; (3) the greatest source of funds (general and plant funds combined) for fiscal year 1999-2000 came from district tax levy; and (4) in addition to the community colleges, Arizona has three skill centers to train unemployed and under employed persons for entry or re-entry into the labor market. (JA)

ED 448 826   JC 010 099

Statistical Supplement to the Annual Report to the Governor, FY 1999-2000.
PUB DATE- 00
NOTE- 71p.; For the Annual Report to the Governor, FY 1999-2000, see JC 010 098.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Annual Reports; College Administration; *Community Colleges; Educational Finance; Enrollment; *Institutional Characteristics; *School Demography; *School Size; Student Characteristics; Tables (Data); Two Year Colleges
IDENTIFIERS- *Arizona

This document provides supplemental statistical information to the State Board of Directors for Community Colleges of Arizona annual report. The statistical report contains student enrollment data, financial information, teacher certification and faculty information, and information on federal vocational education funding. Enrollment data include the annual audited full-time equivalent student report, unduplicated headcount, and headcount by full-time and part-time enrollment, gender, ethnic or race group, age cohort, and residency status. Additionally, the report includes data tables for non-credit classes, and non-credit enrollment, college continuation status, Arizona high school graduation status, degrees and certificates awarded, and off-campus programs. Financial information data reveal sources of funds, analysis of state aid, general fund income, plant fund income, assessed valuation and tax levy, expenditure capacity, and expenditure. The data provided and found in the Enrollment Analysis Reports were submitted by the ten community college districts of Arizona. Report highlights include: (1) total headcount by full- and part-time enrollment was 170,686 for fall 1999; (2) females accounted for 94,787 of the total headcount, and males 71,667; (3) whites made up 107,358 of the total headcount, Hispanics 31,936, blacks 6,051, American Indian 6,382, and Asian 4,903; and (4) the total number of degrees and certificates issued was the ACC service area; (5) develop facilities that meet instructional needs that are responsive to identified community needs; (6) expand relationships with the community regarding instruction; (7) ensure continued high quality teaching through expansion and continuous renewal of a strong core of professional faculty; (8) ensure increased operating effectiveness through improved internal administrative processes, a strengthened infrastructure, and consistent use of information for planning and decision making; and (9) ensure that the college has the resources to provide excellence and quality in all programs needed by the community. Following each of these nine priorities are key objectives and practical steps to accomplish each strategic planning priority. (PGS)

ED 448 847 JC 010 125

Constitution of the Minnesota Community College Faculty Association.
PUB DATE- 99
NOTE- 22p.; Amended by the Delegate Assembly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- College Faculty; *Community Colleges; Faculty Development; *Faculty Organizations; *Governance; *Grievance Procedures; *Professional Associations; *Teacher Rights; Two Year Colleges; Unions
IDENTIFIERS- *Minnesota Community College Faculty Association

The Constitution of the Minnesota Community College Faculty Association (MCCFA) was approved on May 1, 1999. Included is a description of MCCFA's purpose, conditions for membership, organizational structure, and selection processes for officers and members of the Board of Directors. Affiliated with the National Education Association, Education Minnesota, and American Federation of Teachers, the primary purpose of the MCCFA is to consolidate the efforts of faculties in maintaining and improving community college education. The MCCFA was organized to help form policy; to provide a liaison between educators in the colleges and all other groups concerned with education; and to make MCCFA views an integral part of the educational programs of community college students. The MCCFA is a local organization that provides professional service to its members by building and maintaining a strong, effective local network and promoting instructional advocacy. Standing committees include Governmental Relations (faculty lobbyists); Faculty Development (professional growth); Faculty Rights (monitoring the grievance process); and Technology (informing committees and the membership on the role of technology in teaching and learning). (PGS)

ED 448 848 JC 010 126

Hodge, Valerie
Bellevue Community College Institutional Performance Indicators, 1999-2000. Third Annual Report. Executive Summary.
PUB DATE- 00
NOTE- 16p.; Produced by Bellevue Community College, Office of Institutional Research.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Community Colleges; *Organizational Objectives; Program Evaluation; School

and become familiar with language patterns. Their imagination and interest in reading grow as they hear storybooks and poetry. The research cited indicates that parents can model the joy of reading and introduce their children to the richness of literature, thereby fostering their child's development of a lifelong love of reading. Also included in the thesis is a discussion of implications for further research and implications for parents, including obstacles to reading aloud, reading at a young age, and when to begin reading aloud. (Contains 45 references.) (KB)

ED 448 867 PS 029 089

Klassen, Kendra J. M.
Attachment and Foster Children: A Review of the Literature.
PUB DATE- 00
NOTE- 84p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- At Risk Persons; *Attachment Behavior; Biological Parents; Foster Care; *Foster Children; *Foster Family; Literature Reviews; *Parent Child Relationship; Public Policy; Research Design; Research Methodology; Research Needs; Research Problems; Theories
IDENTIFIERS- Attachment Disorders; *Security of Attachment

Noting that there has been little research attention on the ability of foster children to form emotional attachments, this literature review looks at available research related to attachment and children in foster care. The review suggests that foster children are at risk for insecure attachment due to experiences of abuse and neglect, parental substance abuse, and repeated separations from primary caregivers. The review also maintains that there is sufficient evidence to indicate that these poor early attachments may lead to relational and other problems as foster children grow older. Despite limitations in experimental design such as inconsistent definitions of attachment and the use of nonstandardized measures, the review finds significant cause for concern, particularly in light of the increasing number of children entering the foster care system. The review concludes with a discussion of implications for foster care policy and recommendations for future research. (Contains 89 references.) (KB)

ED 448 868 PS 029 090

Langford, Barbara Hanson
Creating Dedicated Local Revenue Sources for Early Care and Education. Starting Points: Meeting the Needs of Our Youngest Children.
PUB DATE- 00
NOTE- 17p.; For related Starting Points documents, see PS 028 922 and PS 029 091-095.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Day Care; *Early Childhood Education; Fees; *Finance Reform; *Financial Support; Fund Raising; Partnerships in Education; Taxes; Young Children

Finding and coordinating funding to support comprehensive services and service delivery mechanisms for young children and their families is a continuing challenge for local policy makers and community leaders. In the wake of federal welfare

ED 448 887 PS 029 112

Blum, Barbara B.; Farnsworth, Jennifer; Lennon, Mary Clare; Winn, Ellen
Welfare Research Perspectives: Past, Present, and Future. A View from the Research Forum on Children, Families, and the New Federalism. 2000 Edition.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Chase Manhattan Foundations, New York, NY.; Edna McConnell Clark Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; Wisconsin Univ., Madison. Inst. for Research on Poverty.; George Gund Foundation, Cleveland, OH.
PUB DATE- 00
NOTE- 21p.; For 1999 working paper, see ED 435 484.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Children; *Family (Sociological Unit); *Federal Legislation; Research Methodology; *Research Needs; Research Problems; *Welfare Recipients
IDENTIFIERS- *Personal Responsibility and Work Opp Recon Act; *Welfare Reform

Research continues to provide valuable information about the effects of welfare changes on families receiving public assistance. This working paper is the second in a series of three examining what has been learned since the enactment of the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) of 1996. Following an introduction outlining the requirements of the PRWORA, the paper delineates questions salient to the issue of reauthorization of the Act related to state spending/supplantation (substituting federal funds for state funds), caseload dynamics, employment, income, family composition, special populations, ameliorating negative effects through interventions, and the effects of a serious recession. The paper further presents highlights of previous and current research findings pertinent to the objectives of PRWORA and identifies needed research areas. The research methodology issues still requiring action are described, including promoting well-designed, rigorous research; disseminating information from conferences and meetings; synthesizing findings; enhancing current research activities; examining specific populations; and testing special interventions. The paper concludes by noting that although an impressive portfolio of research findings is available to sustain positive trends and ameliorate problems related to PRWORA, an ambitious research agenda remains to address further unanswered questions. The paper's appendix lists reviewed and unreviewed projects in the Research Forum Database, with publication contact information. (KB)

ED 448 888 PS 029 113

Loucks, Hazel E.; Waggoner, Jan E.
Keys to Reengaging Families in the Education of Young Adolescents.
PUB DATE- 98
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Early Adolescents; *Family Involvement; *Family

behavior, learning, and the child's growing abilities and interests. Chapter 1 presents information on brain structure and development, including research on enriched and deprived environments. Chapter 2 examines brain structure in detail, including human prenatal brain development, plasticity, and critical periods. Chapter 3 examines prenatal environmental influences on brain development. Chapter 4 discusses development from birth through age 2, focusing on brain development, temperament, and the impact of abuse or neglect. Chapter 5 describes brain development during the preschool years, highlighting opportunities for enrichment, including a controversial flash card method. Chapter 6 examines development in middle childhood, focusing on various types of intelligence and children's time use. Chapter 7 concerns brain development during adolescence, including the impact of various drugs and of sex differences. Chapters 3 through 7 include recommendations for enrichment activities, based on information from parent surveys. Chapter 8 provides suggestions for enrichment in the classroom. Chapter 9 discusses how social factors shape intellectual development and society's role in providing enrichment and preventing deprivation. A resource guide containing book titles, organization names, and other types of support for those wishing to create enrichment plans concludes the book. Each chapter contains reference notes. (KB)

ED 448 905 PS 029 130

Dwyer, M. Christine; Chait, Robin; McKee, Patricia
Building Strong Foundations for Early Learning: The U.S. Department of Education's Guide to High-Quality Early Childhood Education Programs.
PUB DATE- 00
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; Cognitive Development; Educational Planning; *Educational Quality; Emergent Literacy; Evaluation Methods; Language Acquisition; Outcomes of Education; Preschool Education; *Program Development; *Program Evaluation; Public Policy
IDENTIFIERS- *Day Care Quality; *Program Characteristics

Educators, researchers, and policymakers now acknowledge the importance of early childhood education for all preschool children. Unfortunately, studies have found that while most preschool children spend at least a portion of their days in care outside the home, they are not in settings of sufficient quality to produce later learning outcomes. This guide is an initial step designed to provide information to local, district, and state educators about the hallmarks of high-quality early childhood programs. The guide includes short syntheses of research about the characteristics of early education programs that have the most influence on the development of cognition and learning. Indicators are provided to assess the quality of preschool programs or for use in planning. The guide's introduction provides a rationale for targeting public school and emphasizing cognition and language, and highlights the roles of states and districts in supporting high-quality early childhood programs. Section 2, "Vital Concepts for Planning Early Education Programs," examines seven planning principles, including teacher expertise as a crucial

Burton, Alice; Mihaly, Jessica; Kagiwada, Jennifer; Whitebook, Marcy
The CARES Initiative in California: Pursuing Public Policy To Build a Skilled and Stable Child Care Workforce, 1997-2000.
SPONS. AGENCY- Miriam and Peter Haas Fund, San Francisco, CA.; San Francisco Foundation, CA.; David and Lucile Packard Foundation, Los Altos, CA.; William Randolph Hearst Foundation, Los Angeles, CA.; W. Clement and Jessie V. Stone Foundation, Chicago, IL.; Walter and Elise Haas Fund, San Francisco, CA.; Luke B. Hancock Foundation, Reno, NV.; William Randolph Hearst Foundation, Los Angeles, CA.; Marin Community Foundation, San Rafael, CA.
PUB DATE- 00
NOTE- 55p.; Funded by the Quality Child Care Initiative, a Collaboration of the Bay Area Early Childhood Funders Group, including the Jennifer Altman Foundation, California Endowment, East Bay Community Foundation, David B. Gold Foundation, Carol P. Guyer, Evelyn and Watler Hass, Jr. Fund, Hellman Family Fund, Mom's Family Foundation; Peninsula Community Foundation, San Francisco Department of Children, Youth, and Families, the Tara Fund, Trio Foundation, United Way of the Bay Area, and Wood Kaufman Family Trust.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Advocacy; *Child Caregivers; Children; *Compensation (Remuneration); *Day Care; Early Childhood Education; *Professional Development; Program Descriptions; *Public Policy; State Programs
IDENTIFIERS- *California; Caregiver Qualifications; *Day Care Quality

This report details California CARES (Compensation and Retention Encourage Stability), an initiative aimed at building a skilled and stable workforce to provide high-quality child care and development services throughout California. The report is presented in three parts. Part 1 describes the statewide effort to provide professional development rewards for existing and future education and training. This section describes the origins of the initiative in new federal funding sources to states, child care advocacy efforts, statewide demand for K-3 teachers, and the existence of an extensive early childhood training network. Legislative efforts are also described. Part 2 of the document presents information on how California counties have developed CARE-style plans of their own. Discussion focuses on Proposition 10, the San Francisco CARE program, the Alameda County Child Development Corps, and the movement from advocacy to implementation. The following program features are described: (1) stipends and educational requirements; (2) priorities for stipends; (3) timelines; (4) outreach; and (5) program administration. Challenges of implementing CARES at the county level are discussed, including limited planning and implementation time, limited funding, and transcripts and other verifying documents. Part 3 of the document reflects on the CARES experiment, noting that efforts such as CARES are a first step in the longer struggle for systematic change to reward members of the child care workforce. Appended are application materials for San Francisco and Alameda County. (KB)

ED 448 923 PS 029 152

Kirshenbaum, Karen
Helping Preschool Teachers Implement Developmentally Appropriate

based programs, four programs for each calendar month. Each unit includes an annotated bibliography, a storytelling suggestion, a suggested videotape title, several participation activities, and a craft idea. Twenty original participatory stories, over 100 original activities, and almost 400 reproducible illustrations are included. Themes include: April Fool's Day, Birthdays, Blankets and Quilts, Brothers and Sisters, Calendars, Camping, Cats, Dogs, Easter, Eggs, Fall, Farms, Gardens, Kangaroos, Manners, Martin Luther King's Birthday, National Library Week, Sea, Sickness, Spring, Summer, Winter Clothes, and Zoos. Appendices include information for making a lap stage and outlines for the 20 original stories. (KB)

ED 448 941 PS 029 186

The Early Childhood Program: A Place To Learn and Grow. An Early Childhood Video Series.
PUB DATE- 96
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Child Development; *Developmentally Appropriate Practices; *Early Childhood Education; Educational Environment; Educational Practices; *Integrated Curriculum; Parent School Relationship; Partnerships in Education; Play; *Preschool Curriculum; Professional Development; Staff Development; Student Evaluation; Student Role; Teacher Role; Teacher Student Relationship; Videotape Recordings; *Young Children

Noting that early childhood education is recognized as critical to a child's educational career, this 7-part videotape series focuses on developmentally appropriate practices in the components of quality early childhood programs, providing an opportunity for acquiring working knowledge, observing classroom models, and reflecting on one's own practice. The series provides tips for change and suggestions for evaluating one's own program. An 8-minute introduction video includes information on using the videotapes individually or as a series with individual teachers/caregivers, small or large groups, or with networked programs. Tape 1, "Nurturing Growth: Child Growth and Development" (30 minutes), focuses on child development between 3 and 8 years and examines how best practices incorporate five developmental domains (physical/motor, cognitive, communicative/language, social/emotional, and aesthetic) and how caregivers and instructors plan for the interaction of these domains. Tape 2, "Places To Grow: Learning Environments" (26 minutes), focuses on room arrangement, scheduling, materials and equipment, and how adults interact with children. Tape 3, "The Seed of Learning: Play" (27 minutes), examines the role of play in the classroom, how children use play to understand their world, how play evolves as children learn to socialize with others, and how instructors and caregivers can use play to assess children's abilities. Tape 4, "An Idea Blossoms: Integrated Curriculum" (31 minutes), illustrates how teachers have successfully used an integrated curriculum in their classrooms, examines techniques for designing the process, and discusses the role of the teacher and child. Tape 5, "Charting Growth: Assessment" (25 minutes), demonstrates strategies for assessing children, including the profile of progress, the parent-teacher-

DESCRIPTORS- *Community Development; Community Resources; Disadvantaged; Economic Development; Education Work Relationship; Elementary Secondary Education; Extension Education; Higher Education; Information Dissemination; *Institutional Role; Leadership Training; Participative Decision Making; *Poverty; *Public Policy; Research Needs; *Role of Education; *Rural Areas; School Community Relationship
IDENTIFIERS- *Capacity Building

A conference on economic development, education, and rural community engagement brought representatives from higher education, government agencies, and education research together with experts in community revitalization and activism to discuss how efforts might be coordinated across disciplines to accomplish lasting reforms in poor, rural communities. Characteristics of revitalized communities were identified as visionary leadership, quality jobs, strategic economic and social development, and external linkages. Factors critical to community revitalization, but often missing, include leadership, policies that recognize rural differences, partnerships and power sharing, and thoughtful development of technology. In discussions of institutional roles in revitalizing poor, rural communities, it was noted that schools could offer entrepreneurial curricula, provide a curriculum of place, and become community centers that offer lifelong learning opportunities and serve as focal points for revitalization. The roles of churches, extension services, community organizations, and researchers were also discussed. Assets in rural communities include physical infrastructures, people and organizations, resourcefulness, and technology. National resources for rural communities include the U.S. Departments of Agriculture, Education, and Labor; the American Association of School Administrators; and the National Science Foundation. Participants offered reflections and recommendations for immediate action and research in four areas: interactions between schools and communities, building community capacity, information dissemination, and public research and public policy. Appendices present the agenda and participant list. (TD)

ED 448 959   RC 022 716

Burczyk, Charlotte, Comp.; Dawson, Cindy, Comp.; Hammer, Patricia Cahape, Comp.; Mays, Janet, Comp.; Moellendick, Joseph, Comp.
Rural Education Directory: Organizations and Resources, 2001.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 90p.; For Rural School Administrator's Resources, see RC 022 743.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Extension Education; Federal Programs; Information Sources; Nongovernmental Organizations; *Organizations (Groups); *Periodicals; *Professional Associations; *Public Agencies; Rural Development; *Rural Education; Technical Assistance
IDENTIFIERS- Department of Agriculture; *Department of Education

This directory contains brief descriptions and contact information for organizations, agencies, and publications related to rural education. Mindful of the wide variety of issues impacting rural schools and related information needs, the directory includes national associations, research and training centers, health organizations, publishers, federal

ED 448 976 RC 022 767

Hull, Jeremy
Aboriginal Post-Secondary Education and Labour Market Outcomes: Canada, 1996.
PUB DATE- 00
NOTE- 181p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *American Indian Education; *Canada Natives; Census Figures; Education Work Relationship; *Educational Attainment; Educational Needs; *Employment Patterns; Foreign Countries; Income; Indigenous Populations; Labor Force; *Postsecondary Education; Sex Differences
IDENTIFIERS- *Canada; Labor Force Analysis

This report presents data from the 1996 Census of Canada concerning educational attainment, educational success, and labor market outcomes among Aboriginal people and others in Canada. There has been clear educational progress among registered Indians over the past decade, particularly in high school completion and postsecondary participation. Nevertheless, Aboriginal people in Canada, especially registered Indians, continue to experience less success than others. One consistent finding is that registered Indians take longer to reach a given level of attainment, but are more willing to continue or complete their education at an older age, compared to others. The result is that for many of the dimensions examined, registered Indians ages 15-24 show a particularly large gap versus others of the same age, but the gap narrows among older age groups. Postsecondary education, particularly when it includes certification, has a major positive influence on employment, labor market activity, and income among various Aboriginal groups. Age, educational attainment, and gender account for some but not all of the differences in labor market and income characteristics between Aboriginal groups and other Canadians. Focusing on the early preparation of Aboriginal students and on the social and economic context within which education takes place may strengthen the gains that have been made in postsecondary education. Appendices show highest level of schooling by age, gender, and identity group, and figures concerning postsecondary participation and characteristics of registered Indians. (Contains 46 data tables and 37 figures.) (TD)

ED 448 977 RC 022 768

Heath, Marilyn; Burns, Mary; Dimock, K. Victoria; Burniske, Jackie; Menchaca, Marylu; Ravitz, Jason
Applying Technology to Restructuring and Learning. Final Research Report.
PUB DATE- 00
NOTE- 273p.; For a related technology to restructuring and learning document, see ED 431 397.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Active Learning; Case Studies; *Classroom Environment; Computer Literacy; *Computer Uses in Education; *Constructivism (Learning); Disadvantaged; *Educational Change; Educational Practices; Elementary Secondary Education; Models; *Professional Development; Qualitative Research; Rural Schools;

2 focuses on developing an environmental education plan by addressing the environmental issues in the community. Chapter 3 discusses how to tailor an environmental education program to fit the needs of the school system and community. Chapter 4 focuses on how children develop intellectually and morally and how to use child development theories to develop a more effective environmental education program. Chapter 5 looks at how to develop an environmental scope and sequence. Chapter 6 focuses on lesson plans, learning styles, learning strategies. Chapter 7 presents methods of creating effective environmental education activities and includes over 50 sample activities. Chapter 8 examines strategies for implementing an environmental education program. Chapter 9 focuses on a variety of formal and informal strategies for evaluating environmental education efforts. An appendix includes additional resources, a bibliography and an index. (MDH)

ED 448 994 SE 063 532

de Oliveira, Clara Amelia; Conte, Marcos Fernando; Riso, Bernardo Goncalves
Aspects on Teaching/Learning with Object Oriented Programming for Entry Level Courses of Engineering.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Descriptions; *Curriculum Development; Educational Change; *Engineering Education; Foreign Countries; Higher Education; Science Education; Teaching Methods
IDENTIFIERS- Brazil

This work presents a proposal for Teaching/Learning, on Object Oriented Programming for Entry Level Courses of Engineering and Computer Science, on University. The philosophy of Object Oriented Programming comes as a new pattern of solution for problems, where flexibility and reusability appears over the simple data structure and sequential process manipulation. This approach leads with themes that includes all data and methods/process in their internal levels named classes. Object Oriented Programming, an approach nowadays more used for software engineering development, is a real challenge to be taught in early years of university disciplines, but, the waited results are: development of creativity, reach of philosophic principles of reusability, and taking advantage of each part of work already done. The proposed approach is essentially interdisciplinary, in aspects of linguistics of communication in texts, and, in technical aspects of programming submitted to the high philosophical aspects of abstraction and hierarchy of mind. An example in Object Pascal language is presented showing a proposed standard information for projects for teaching in entry level of university courses including theme discussion, purpose of program, aspects of programming language and aspects of Object Oriented theory. (Contains 20 references.) (Author/MDH)

ED 448 995 SE 063 762

Hurd, Paul DeHart
Transforming Middle School Science Education. Ways of Knowing in Science Series.
PUB DATE- 00
NOTE- 112p.; Foreword by James J. Gallagher.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110),Reference Materials - General (130)
DESCRIPTORS- Higher Education; Science Education; Secondary Education; *State Standards; *Technology
IDENTIFIERS- *Indicators; *Science Technology Relationship

This report aims to assemble a consistent set of state-level data that approximates the technology infrastructure of the United States. The Technology Administration's Office of Technology Policy undertook this project largely in response to the sentiment of federal, state, and local counterparts that the challenge of defining technology infrastructure would be greatly aided by the availability of a reference guide that would present an array of data for all the states in a consistent manner. This data provides for policymakers and others in the public and private sectors the current status of several factors that influence the high-tech sectors of the economy, such as human resources development, research and development funding, capital investment, and business assistance. The report is organized into two halves. The first half provides data on a metric-by-metric basis for all states, while the second half provides state profiles. The data are normalized to a common reference point, such as population, number of establishments, or the size of the state economy. (SAH)

ED 449 018 SE 064 374

Your Environment: A Guide for Students.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; *Environmental Influences; Puzzles; *Science Activities
IDENTIFIERS- *Florida

This environmental guide for students contains stories on air pollution, water pollution, wetlands, groundwater, solid and hazardous waste, and coastal areas. It includes a section on how students can help Florida's environment. A reference section with contact names and addresses for Florida's governmental and citizen organizations is also included. The booklet contains a crossword puzzle, word search, and a glossary of environmental terms. (SAH)

ED 449 019 SE 064 375

Lieberman, Gerald A., Comp.; Hoody, Linda L., Comp.
Developing Leadership and Community To Support an EIC Program in Your School: A Self-Evaluation Guide.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 00
NOTE- 20p.; The Council of Chief State School Officers administer SEER's funding. Guide developed in cooperation with Adopt-a-Watershed.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)

and Keith Kester). Part 3, Assessment and Evaluation in Support of Science Education Reform, includes: (1) "It's All about Choices: Science Assessment in Support of Reform" (Margaret A. Jorgensen); (2) "Defining Teacher Quality through Content: Professional Development Implications from TIMSS" (William H. Schmidt); and (3) "The Teacher Speaks: Using Achievement Data To Modify Teaching Practice" (Judy K. Sink). (YDS)

ED 449 041 SE 064 514

Reeske, Mike; Ireton, Shirley Watt
The Life Cycle of Everyday Stuff.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC.
PUB DATE- 01
NOTE- 112p.; Accompanying poster not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Environmental Education; Lesson Plans; Life Cycle Costing; *Recycling; *Science Activities; Science Instruction; Secondary Education; Teaching Methods; Waste Disposal
IDENTIFIERS- *Life Cycles; *National Science Teachers Association

Life cycle assessment is an important tool for technology planning as solid waste disposal options dwindle and energy prices continue to increase. This guide investigates the life cycles of products. The activities in this book are suitable for secondary earth science, environmental science, physical science, or integrated science lessons. The guide contains six units. Unit 1 introduces the concept of the life cycle using the life cycle of a pencil poster. Unit 2 on dissecting a telephone helps students discover that a simple and a complicated product each must have a design that relates to structure and function. Unit 3 on raw materials examines the second stage of the life cycle. Unit 4 on manufacturing a product discusses the step in the life cycle that creates a final product out of raw materials. Unit 5 on the useful life of a product explores the fourth stage in a product's life cycle including durability, depreciation, and waste. Unit 6 covers disposal and reuse where students examine the trade-offs involved in selecting one drinking cup over another. (SAH)

ED 449 042 SE 064 515

Rhoton, Jack, Ed.; Bowers, Patricia, Ed.
Professional Development Leadership and the Diverse Learner. Issues in Science Education.
PUB DATE- 01
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Critical Thinking; *Diversity (Student); Educational Change; Elementary Secondary Education; *Faculty Development; Integrated Curriculum; *Leadership; Mathematics Education; Multicultural Education; Museums; Science Programs; *Science Teachers; *Standards; Technology

This book focuses on the professional development of teachers and discusses issues related to science education reform. The content of the book is divided into two parts. Part 1, Professional Development: Implications for Science Leadership, chapters include: (1) "The Role of the Science Leader in Implementing Standards-Based Science Programs" (Harold Pratt);

relationship between Australia and Great Britain, exploring Australia's peaceful move to self-rule, membership in the Commonwealth, and development of nationality. The lesson has two parts. In the first part, "Formation of a Nation," students evaluate the factors that led to Australian federation and compare the process and relationship Australia had to Great Britain with the experience of other British colonies such as Canada, India, and Ireland. In the second part, "Republic--Yes or No?" the students trace Australia's historic relationship with Great Britain and the United States. The lesson contains a teacher introduction, four handouts, suggested activities for each part, and follow-up activities. Contains 16 sources. (BT)

ED 449 065 SO 032 142

Lipke, Tamara
Lesson Four: Global Connections and Interactions. Australian Studies High School Series. History Unit.
PUB DATE- 98
NOTE- 13p.; Funded by the Department of Foreign Affairs & Trade through the Embassy of Australia's Cultural Affairs Office, Washington, D.C. For other lessons in this series, see SO 032 139-141.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Environment; Foreign Countries; Geography; Global Approach; *Global Warming; High Schools; *International Relations; Social Studies; *World History; *World Problems
IDENTIFIERS- *Australia; Historical Background

This lesson, one of four stand-alone lessons that examine Australia as an aspect of world history, introduces students to the environment and geography of Australia and the positions that Australia takes on global warming. Students are asked, as mock members of an Australian delegation to an international conference to be held in 2015 in Canberra (Australia), to design a plan that addresses global warming. As a closing activity, students compare their plan with the one Australia submitted at the Kyoto Summit in 1997. Contains 14 sources and 10 supplemental readings. (BT)

ED 449 066 SO 032 185

Degelman, Charles, Ed.
Fostering Civic Responsibility through Service Learning.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Citizenship Education; *Citizenship Responsibility; *Curriculum Development; Elementary Secondary Education; *Local Government; *Service Learning; Skill Development; Social Studies; *Student Participation
IDENTIFIERS- Maine; Mississippi; North Carolina; South Carolina; Wisconsin

This issue of "Service-Learning Network" identifies the skills that students need to become responsible citizens in a democracy. In the issue's lead article, a definition of civic responsibility is created after examining a broad array of sources of knowledge (curriculum, parents, and peers) emerged as similar for all groups of students. (Contains a figure, 3 tables, and 21 references.) (BT)

ED 449 087   SO 032 462

Understanding the Federal Courts.
PUB DATE- 99
NOTE- 49p.; For related documents on federal courts, see SO 032 463-468.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; *Civil Liberties; *Court Judges; *Court Litigation; *Federal Courts; *Federal Government; High Schools; Law Related Education; Social Studies
IDENTIFIERS- Supreme Court; *United States Constitution

This booklet discusses the workings of the federal courts and supports six law-related lesson plans. It is divided into the following sections: "The Constitution and the Federal Judiciary"; "The Federal Courts in American Government" ("The Federal Courts and Congress"; "The Federal Courts and the Executive Branch"; "The Federal Courts and the Public"); "Structure of the Federal Courts" ("Trial Courts"; "Appellate Courts"; "United States Supreme Court"); "The Jurisdiction of the Federal Courts"; "United States Judges" ("Appointment and Compensation"; "Judicial Salaries"; "Judicial Ethics"; "Senior and Recalled Judges"); "The Judicial Process in Brief" ("An Adversarial System"; "Fees and Cost of Litigation"; "Procedural Rules for Conducting Litigation"; "Civil Cases"; "Criminal Cases"; "Jury Service"; "Bankruptcy Cases"; "The Appeals Process"); "Federal Judicial Administration" ("Individual Courts"; "Circuit Judicial Councils"; "The Judicial Conference of the U.S. and National Administration"); "Commonly Asked Questions about the Federal Judicial Process"; "Common Legal Terms"; and "Directories" ("U.S. District Courts"; "U.S. Courts of Appeals"). (BT)

ED 449 088   SO 032 463

The Federal Courts in American Government: A Lesson Plan for High School Law-Related Educators To Support "Understanding the Federal Courts."
PUB DATE- 00
NOTE- 16p.; For related documents on federal courts, see SO 032 462-468.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship Education; *Civil Liberties; *Court Litigation; *Federal Courts; *Federal Government; Government Role; High Schools; Law Related Education; Social Studies; United States Government (Course)
IDENTIFIERS- National Civics and Government Standards; National Social Studies Standards; *United States Constitution

Though the framers of the United States Constitution recognized the value of an independent judicial system, they knew that to provide justice the courts must have some accountability to the government. They knew that the system must be transparent to

IDENTIFIERS- Artistic Style; *Modern Art; *Oldenburg (Claes)
Born in Sweden in 1929, Claes Oldenburg was brought to the United States as an infant and raised in Chicago (Illinois). Oldenburg came of age artistically in the early 1960s with the pop art generation. Throughout his career, he has demonstrated the power of the imagination to transform the everyday environment. This teaching guide gives an overview of Claes Oldenburg's life and career, focusing on "metamorphosis" as a key element in his sculpture. The guide discusses one of Oldenburg's monumental sculptures, the "Geometric Mouse." It points out that, like many artists of the modern era, Oldenburg has done much to extend the definition of art by challenging traditional assumptions. The guide provides 15 photographs of Claes Oldenburg's sculptures and suggests activities for elementary school, middle school, and high school. (BT)

ED 449 111 SO 032 509

Henderson, Anne
The Imaginary World of Henri Rousseau. Teacher's Guide. School Arts: Looking/Learning.
PUB DATE- 99
NOTE- 10p.; For other guides from the same preparing institution, see SO 032 504-508. Some photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; *Art History; *Artists; Elementary Secondary Education; *Painting (Visual Arts); Surrealism
IDENTIFIERS- *Artistic Style; Nineteenth Century; *Rousseau (Henri)
While Henri Rousseau's work was not easily classified into any definitive artistic style of the time--impressionism, post-impressionism, fauvism, or cubism--it has been considered a forerunner of surrealism because of its dreamlike sensibility. This teaching guide provides information about Rousseau and his work, focusing on "Tropical Forest with Monkeys." The guide also discusses the key concepts in Rousseau's painting. It provides photographs of five of Rousseau's works and suggests activities for elementary school, middle school, and high school. (BT)

ED 449 112 SO 032 515

Harrell, Michelle Hardison
Interactive Technology: A Tool for Student-Centered Instruction in Middle School Art Education.
PUB DATE- 00
NOTE- 100p.; M.A. Thesis, East Carolina University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Active Learning; *Art Education; *Art History; Classroom Research; Cognitive Style; Grade 8; *Internet; Interviews; Middle Schools; Online Systems; *Student Attitudes; *Student Research
IDENTIFIERS- *Interactive Systems; Interactive Teaching; *Technology Integration
With the emergence of new technologies, there are many concerns about the use of interactive technology in the art classroom. The literature suggests that interactive media such as the Internet and electronic mail can enhance the learning experience for the art student. Learning is individualized to

McDaniel); (10) "Spiritual Mentoring: A Synergistic School Therapy" (Sandy R. Lee); (11) "Coloring outside the Lines: Portrait of a Mentor-Teacher" (Debi P. Barrett-Hayes); (12) "Discovering Mentoring Relationships: A Secondary Teacher's Reflections" (Margaret L. Ronald); (13) "Mentoring Preservice Teachers: The Positive Impact of Professional Development Schools" (Diane Sopko and Susan Hilgemeier); (14) "A Mentoring School Leader: Successes and Trials of the Voyage" (Edward M. Vertuno with Carol A. Mullen and Fanchon F. Funk); and (15) "Lifelong Mentoring: The Creation of Learning Relationships" (Carol A. Mullen and William A. Kealy). Part 3, "Mentoring Leadership," includes (16) "Multiple-Level Comentoring: Moving toward a Learning Organization" (Dale W. Lick); (17) "From School to Family: A Voyage of the Soul" (Frances K. Kochan); and (18) "A School Director's Vision: Lighthouse, Beacons, and Foggy Crossings" (Glenn Thomas with Carol A. Mullen and Dale W. Lick). The book ends with an epilogue, "A New Mentoring Pathway Has Been Navigated: The Search Continues" (Carol A. Mullen). (Contains 216 references.) (SM)

ED 449 133   SP 039 708

Orange, Carolyn
25 Biggest Mistakes Teachers Make and How To Avoid Them.
PUB DATE- 00
NOTE- 207p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; *Discipline; Elementary Secondary Education; Personality; Teacher Attitudes; Teacher Behavior; *Teacher Characteristics; *Teacher Student Relationship; Teachers; Teaching Methods; *Teaching Styles
IDENTIFIERS- Professionalism

This book presents scenarios about mistakes that teachers make which can hurt students, using information from former students' own statements. It also offers advice on solutions to these mistakes. The 25 mistakes are divided into six categories: (1) "Discipline" (inappropriate discipline strategies, physical aggression, purposeful alienation, and public ridicule); (2) "Teacher-Student Relations" (favoritism, physiological discrimination, personal attacks, inappropriate teacher-student relationships, deliberate mistreatment, racial and cultural discrimination, and humiliation); (3) "Classroom Policies and Practices" (inappropriate classroom policies and inappropriate toileting practices); (4) "Classroom Management and Instruction" (inappropriate educational strategies and inappropriate assessment); (5) "Personality and Professionalism" (teacher insensitivity, academic shortcomings, poor administration, and teacher reputation, and teacher misjudgment); (6) "Teaching Style and Behavior" (teacher bias or expectations, unethical behavior, false accusations, inappropriate reactions, and sexual harassment). (Contains 109 references.) (SM)

ED 449 134   SP 039 709

Starko, Alane Jordan
Creativity in the Classroom: Schools of Curious Delight. Second Edition.
PUB DATE- 01

Gootman, Marilyn E.
The Caring Teacher's Guide to Discipline: Helping Young Students Learn Self-Control, Responsibility, and Respect. Second Edition.
PUB DATE- 01
NOTE- 223p.; For first edition, see ED 416 178.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aggression; Anger; Behavior Problems; Bullying; *Classroom Techniques; Conflict Resolution; *Discipline; Elementary Secondary Education; Interpersonal Communication; Learning Disabilities; Praise; Problem Solving; Rewards; *Student Behavior; *Teacher Expectations of Students; Teacher Student Relationship
IDENTIFIERS- *Caring; Traumas

This book provides a comprehensive guide to teaching students to do the right thing. After "Introduction: Caring Teachers Can Make a Difference," 11 chapters include: (1) "Setting the Stage for Appropriate Behavior"; (2) "Expectations, Limits, and Rules" (unreasonable barricades and how to build moderate fences); (3) "Encouragement, Praise, and Rewards"; (4) "Creating a Community of Caring Listeners and Talkers" (e.g., recognizing and labeling feelings, listening to others, and communicating feelings nonhurtfully); (5) "Harnessing and Channeling Anger Into Constructive Outlets" (e.g., defusing anger on the spot, preventing anger, and harnessing anger); (6) "What to Do After Students Misbehave" (low-key and strict discipline); (7) "Problem Solving as a Tool for Teachers" (problem solving steps and problem solving as a discipline tool); (8) "Problem Solving as a Tool for Students" (e.g., what students learn from social problem solving, examples of social problem solving, and group problem solving); (9) "Strategies for Chronic, Annoying Misbehaviors"; (10) "Bullying: Prevention and Intervention"; and (11) "Enhancing Resilience: Strategies for Misbehavior Resulting from Childhood Trauma" (e.g., what childhood trauma is, teachers' roles, and behavior problems that could be manifestations of trauma). Suggested readings and recommended programs are listed. (Contains 124 references.) (SM)

ED 449 153 SP 039 737

Costa, Arthur L., Ed.; Kallick, Bena, Ed.
Integrating & Sustaining Habits of Mind. A Developmental Series, Book 4.
PUB DATE- 00
NOTE- 131p.; Foreword by David Perkins.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Critical Thinking; Elementary Secondary Education; Leadership; *Lifelong Learning; *Multiple Intelligences; Problem Solving; *School Culture; School Role; *Thinking Skills
IDENTIFIERS- Knowledge Development

This is the fourth volume in a series describing 16 types of intelligent behavior called habits of mind. It presents a collection of papers that explain how communities, departments, teams, school districts, and school faculties can integrate the habits of mind into the school culture and sustain them. After "Series Foreword: Thinking on the Road of Life" (David Perkins), "Preface to the Series" (Arthur L. Costa and Bena Kallick), and "Preface to Book 4" (Arthur L. Costa and Bena

Perspective" (Frances Nelson); (4) "Assessment Priorities for the Secondary Sector" (Graeme Macann); (5) "Assessment--Maori Attitudes to Assessment" (Wharehuia Hemara); (6) "Ministry of Education's Policy Interests in Assessment" (Frances Kelly); (7) "Achievement 2001" (Michael Irwin); and (8) "Conclusion" (Richard Watkins). Most of the papers contain references. (SLD)

ED 449 174 TM 032 254

Bielinski, John; Thurlow, Martha; Minnema, Jane; Scott, Jim
How Out-of-Level Testing Affects the Psychometric Quality of Test Scores. Out-of-Level Testing Report 2.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 29p.; In collaboration with the Council of Chief State School Officers and the National Association of State Directors of Special Education. For previous report see ED446409.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Achievement Tests; Elementary Secondary Education; *Equated Scores; *Error of Measurement; Literature Reviews; Psychometrics; *Scores; Standardized Tests; *Student Evaluation; Test Format; *Test Use
IDENTIFIERS- *Out of Level Testing

This report is a review and analysis of the psychometric literature on the topic of out-of-level testing. Out-of-level testing refers to the practice of using a level of the test other than the test taken by most of the students in a student's current grade level. Much of the research on out-of-level testing was conducted in the 1970s and 1980s, and the emphasis on chance-level scoring of these studies has detracted from the understanding of how out-of-level testing actually works to affect score reliability. The studies said little about the important concept of measurement error, and there was little discussion about the detrimental effects of translating scores from an out-of-level test back into the scale of the in-level test. The literature indicates that the benefit of out-of-level testing is that it is a cost-effective method for increasing the precision with which low performing students' ability is measured. However, an unreported downside is that the process by which scores on out-of-level testing are converted back into the scale of the in-level test reduces measurement precision. This report focuses on how out-of-level testing affects test score quality. It emphasizes the links among test difficulty, individual ability, and measurement error and discusses the neglected topic of measurement error that is introduced by the equating process used to translate the out-of-level test scores onto the in-level scale. The dramatic increase in the use of out-of-level testing that appears to be taking place across the United States is certainly not justified by the findings of this analysis, and the application of an approach developed in a norm-referenced context seems inappropriate in the current context of standards-based assessments. (Contains 4 figures and 42 references.) (SLD)

ED 449 175 TM 032 255

Ellis, Arthur K.
Teaching, Learning, and Assessment Together: The Reflective Classroom.
PUB DATE- 01
NOTE- 155p.

opportunities for a student to write about subject matter learned from ongoing lessons, as examples from the journal of a sixth grader illustrate. Listening to current events on the radio or watching them on television provides excellent subject matter for writing journal entries. Dramatizing social studies learning assists students to breathe life into the curriculum, and this can be accomplished through journal entries. Entries can complement other projects, as the example of a journal written to accompany a student's map illustrates. Journals help students feel a sense of ownership in their writing, and they allow them to choose an intrapersonal or interpersonal manner as they express themselves. Self-evaluation of the journal provides another learning opportunity. (SLD)

ED 449 196 TM 032 306

Ediger, Marlow
Assessment, Reading, and the Curriculum.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum; Educational Assessment; Higher Education; Reading Achievement; *Reading Instruction; *Teaching Methods

Many different ingredients are inherent in a quality program of reading instruction. These include word attack skills training and improving comprehension. One important facet of comprehension pertains to elements in the literary selection read by students. These elements include characterization, the story's setting, the theme of the story, and the plot. Journal writing is very useful in the literature curriculum. Each student may write entries related to what has been learned about characterization, setting, theme, or plot. Students need to be engaged actively in the literature curriculum, and the teacher has the responsibility to select activities and experiences that are of interest to the learner. Other ingredients of good teaching include: (1) establishing a purpose in learning; (2) promoting motivation in learning; (3) providing for individual differences; and (4) caring for others in the classroom. (SLD)

ED 449 197 TM 032 307

Farber, Stacey L.; Finn, Jeremy D.
Classroom Organization and Student Behavior.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). HEROS, Inc. assisted with data collection.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Behavior Patterns; *Class Size; Classroom Techniques; Educational Environment; Elementary Education; *Elementary School Students; Organization
IDENTIFIERS- Student Engagement; *Student Teacher Achievement Ratio Project TN

This study considered the nature of student engagement and its relation to academic achievement, showing that engagement is an

Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dropout Prevention; Dropouts; *Educational Environment; Elementary Secondary Education; Intervention; Prevention; *School Personnel; School Safety; Urban Schools; *Violence

This study addresses school violence and school drop out and proposes that the underlying factor of school connectedness/school climate should guide preventive and intervention efforts. Data were gathered from five schools in a small city school district in north Georgia. Group and individual interviews served as the basis for constructing a 78-item districtwide survey administered to 304 school employees. Data are presented on individual items from the survey, mean scale scores reflecting the five areas of the survey, and a principal components analysis. Differences between scale scores were noted as a function of whether respondents were from the central office or from elementary or secondary schools. The five scales were moderately correlated, with a range from 0.389 to 0.695. Principal components analysis revealed five distinct factors of school connectedness/positive school climate, causes of disruptive or violent behavior, causes of school completion or school disengagement, interventions for dropout, and interventions for disruptive or violent behavior. Implications for research and practice are discussed. (Contains 4 tables and 32 references.) (Author/SLD)

ED 449 219 TM 032 364

Chow, Alan Ping-yan; Wong, Edwin King-por; Yeung, Alexander Sheesing; Mo, Kim Wan
Appraisal of Teachers: Who Appraises Whom and Does It Matter?
PUB DATE- 01
NOTE- 18p.; Paper presented at the International Congress for School Effectiveness and Improvement (14th, Toronto, Ontario, Canada, January 5-9, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; Factor Analysis; Foreign Countries; Formative Evaluation; *Principals; Summative Evaluation; Teacher Administrator Relationship; Teacher Attitudes; *Teacher Evaluation
IDENTIFIERS- Hong Kong

Elementary school teachers in Hong Kong (n=527) responded to survey items about formative outcomes, summative outcomes, perceived purposes of appraisal, overall effectiveness of appraisal, and summative purposes such as promotion and dismissal of staff. Principal components analysis and confirmatory analysis yielded the two a priori outcome factors, each of which was significantly correlated with perceived overall effectiveness of appraisal. When analyzed separately, analysis of variance found that senior teachers appraised by the school principal (SP group) had a stronger sense of the formative purpose of appraisal than teachers appraised by senior staff (TS group), while the TS group had the weakest sense of the promotion purposes. Teachers appraised by the principal (TP group) had a strong perception of the dismissal purpose than the TS group. The TS group was more favorable

PUB DATE- 00
NOTE- 4p.; Based on a report that can be found at http://www.consortium-chicago.org.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; *Educational Policy; Elementary Secondary Education; *Grade Repetition; High Risk Students; Identification; *Social Promotion; Urban Schools
IDENTIFIERS- Chicago Public Schools IL; ERIC Digests

This digest highlights major research findings about social promotion, retention, and programs that identify and assist students at risk of retention. Research findings indicate that, overall, neither social promotion nor retention offers lasting advantage nor leads to high performance. Some evidence supports, and little evidence disputes, the indictment of social promotion. Retention is common; census data suggest that as many as thirty percent of all students have been retained at least once by the time they reach high school. By high school, the retention rates are ten percentage points higher for boys than for girls and fifteen points higher for African Americans and Hispanics than for Whites. Research suggests that retention can help sometimes, but early retention is harmful. Overall, retention is risky, and it is clear that it is not cost effective. A recent policy instituted in Chicago schools bars social promotion but creates mechanisms, such as after-school programs and mandatory summer instruction, to assist students at risk for retention. Early research on the consequences of this policy indicates that most students made impressive standardized test score gains, with the largest gains made by students with the lowest prior scores. Students who were retained were not helped by the second pass through the grade they failed. Implications for policy are discussed. Chief among these are the suggestions that promotion gateways should not be introduced in the early grades, and that sound educational decisions require multiple assessments. (Contains 11 references.) (SLD)

ED 449 242 UD 033 925

Ku, Inhoe; Plotnick, Robert D.
Do Children from Welfare Families Obtain Less Education? Discussion Paper.
PUB DATE- 00
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Children; *Educational Attainment; Elementary Secondary Education; Higher Education; Low Income Groups; *Parent Background; Urban Youth; *Welfare Recipients
IDENTIFIERS- *Panel Study of Income Dynamics

This study estimates the relationship between parental welfare receipt and children's adulthood educational attainment. Data come from the Panel Study of Income Dynamics (PSID). The PSID is a longitudinal study of a nationally representative sample of U.S. families conducted by the Survey Research Center of the University of Michigan. Cross-sectional regression results confirm findings from previous studies that greater parental welfare receipt is significantly associated with children's poorer educational attainment. Fixed-effect regressions indicate that the relationship between parental welfare receipt did not. Knowledge about the impact of culture on classroom interactions increased. Teachers showed a mixed pattern of changes in beliefs about culturally and linguistically diverse students. Their skills increased related to preventing/managing culture clashes in the classroom. (Contains 58 references.) (SM)

ED 449 261 UD 033 947

National Urban Education Goals: 1996-97 Indicators Report. District Profiles.
PUB DATE- 99
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; College Preparation; Educational Environment; Educational Quality; Elementary Secondary Education; Financial Support; Graduation; Learning Readiness; Parent Participation; Postsecondary Education; Public Schools; School Districts; Tables (Data); Teacher Competencies; Teaching Skills; *Urban Schools
IDENTIFIERS- *National Urban Education Goals

This report assesses where America's Great City Schools (GCS) were on the National Urban Education goals in 1996-97 and how they compared to where they were in 1990-91. The National Urban Education Goals address the unique and pressing needs of urban schools and provide an enabling set of targets on the way toward achieving national goals. This report is the third in a series started nearly 10 years ago. It is unique from the others in that it contains only district profiles. The eight urban education goals around which this report is based are: readiness to learn; increased graduation rates; improved academic achievement; quality teachers; postsecondary opportunities; safe and caring environment; equitable and adequate funding; and increased parental involvement. The study finds that, in general, most of the nation's major urban public school systems have improved. The report presents overall findings for each of the eight urban education goals, then provides district-by-district profiles which focus on each of the eight goals, student demographics, system characteristics, and funding. A summary profile of the Great City Schools and a comparable national profile are also provided. (SM)

ED 449 262 UD 033 949

Rutherford, Bill; Broughton, Mary
Teaching and Learning in the Middle Schools: Lessons from an Urban Community.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Administrator Attitudes; Administrators; Instructional Leadership; Low Achievement; Middle School Students; *Middle Schools; Minority Group Children; Poverty; Principals; *School Culture; Teacher Attitudes; Teachers
IDENTIFIERS- San Antonio Independent School District TX

This study investigated factors in middle schools that not currently involved in a museum partnership would consider such collaboration in the future. About one-fifth (17%) is undecided. More than any other variable in the survey, availability of outside funding is most predictive of whether libraries that have not recently engaged in partnerships would consider partnering with museums in the future. Recommendations to IMLS are provided. (AEF)

ED 448 785 IR 057 960

Museums and Libraries: An Investment in Learning.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Information Services; *Libraries; Library Services; *Museums; Public Agencies
IDENTIFIERS- *Institute of Museum and Library Services

This document briefly highlights how the Institution of Museum and Library Services (IMLS) supports all types of libraries and museums in the United States. Short lists of statistics on library connectivity, patrons, school library funding, and reference librarian services, and on museum visitors, museum services, and museum holdings are provided. The document also outlines how the IMLS helps museums and libraries serve the public. This information is presented under the following categories: investment in education; investment in access; investment in tools for the future; investment in families and children; investment in communities; investment in cultural heritage; strengthening museum and library service; grantmaking; evaluation; and communication. (AEF)

ED 448 786 IR 057 961

Institute of Museum and Library Services National Award for Museum Service, 2000.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Awards; Community Involvement; Cooperative Programs; Information Services; *Museums; National Programs; Partnerships in Education
IDENTIFIERS- Institute of Museum and Library Services

This document announces the winners of the 2000 National Award for Museum Service. The award winners demonstrate the kind of influence and impact museums can bring to community life. The Albright-Knox Art Gallery (Buffalo, New York) enjoys an international reputation for its collection of modern and contemporary art and its innovative special exhibitions. Consisting of components that offer neighborhood workshops and field trips to the museum, the "ARTStart" program is an inner-city collaboration that encourages self-awareness and self-confidence in at-risk youth. "The Summer of Monet" campaign, a major collaborative effort that capitalized on the influx of tourists attending the exhibition "Monet at Giverny: Masterpieces from the Musee Marmottan," showcased all of the cultural organizations and activities in Western New York. The Alutiiq Museum (Kodiak, Arkansas) is dedicated to preserving and sharing the culture of the Alutiiq, a Native Alaskan well as "best practices" identified in similar processes at other community colleges. The core indicators are presented in three sets, categorized by need, cost, and program effectiveness. (JA)

ED 448 806 JC 010 076

Illinois Community College System Results Report, Fiscal Year 2000.
PUB DATE- 00
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Community Colleges; *Higher Education; *Organizational Objectives; School Effectiveness; State Boards of Education; *State School District Relationship; Two Year Colleges
IDENTIFIERS- *Illinois Community College Board

The document relates the results of the reports of Illinois' community colleges, which provide continuing evidence that the colleges and the Illinois Community College Board are pursuing the statewide goals for Illinois higher education. The Results Report provides information for each of the six statewide goals identified in the Illinois Commitment: (1) economic growth; (2) teaching and learning; (3) affordability; (4) access and diversity; (5) higher expectation and quality; and (6) productivity and accountability. It describes the priorities and pledges that form the Promise for Illinois, as well as college priorities to the goal and identifies common and individual college initiatives and actions and state-level initiatives that support the goal. Additionally, each college identified a best practice that supports one or more of the six statewide goals. In the occupational programs designed for the workforce, there have been increases in the numbers of partnerships with business and industry, work-based learning opportunities, and incorporation of occupational-skills standards into curricula. Some of the most common outreach activities included in the colleges' Results Reports include early assessment and supportive coursework for high school students, tutoring, enrichment programs, hosting K-12 events on the campus, etc. An appendix contains descriptions of the best practices. (JA)

ED 448 807 JC 010 078

Enrollment Comparison: Fall 1998 and Fall 1997.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Enrollment; *Enrollment Rate; Enrollment Trends; Full Time Equivalency; School Size; Two Year Colleges
IDENTIFIERS- *Austin Community College TX

The tables in this report display headcount, demographic, credit hour, contact hour and full-time student equivalent (FTSE) data for all fall 1998 sessions at Austin Community College (Texas), with comparisons to the same data for all fall 1997 sessions. Unlike enrollment comparison reports published for previous semesters, the data reported here were generated using the same methodology for both semesters. Total college-wide headcount is

8,639. (JA)

ED 448 827 JC 010 100

Report on Admission of Students under the Age of Eighteen (A.R.S. 15-1821), FY 1999-2000.
PUB DATE- 00
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *College Attendance; College Programs; *Community Colleges; *Enrollment; *High School Students; Two Year Colleges
IDENTIFIERS- *Arizona

This report contains information on the number of students under the age of eighteen and the courses taken by these students at Arizona's community colleges in 1999-2000. It provides information on students under the age of eighteen who had not yet attained a high school diploma or high school certificate of equivalency and who were enrolled in a community college course or program for credit. The total number of students under the age of eighteen enrolled in community college courses or programs in 1999-00 was 20,430, a decrease of 5,847 from the 1997-98 school year. As an non-exhaustive example of the results, the total number of students enrolled (unduplicated headcount) in Cochise College was 646, in Coconino Community College 57, in Eastern Arizona College 1,351, in the Maricopa Community Colleges 13,161, in Estrella Mountain Community College 1,327, in Gateway Community College 2,142, in Glendale Community College 1,954, in Mesa Community College 720, in Paradise Valley Community College 398, in Phoenix College 693, in Rio Salado College 3,406, in Scottsdale Community College 397, and in South Mountain Community College 1,203. The top ten courses (those with the largest under eighteen student enrollments) included general chemistry, computer application orientation, composition, technology career sampler, and weight training. (JA)

ED 448 828 JC 010 101

Report on Community College Classes Offered in Conjunction with High Schools (R7-1-709), FY 1999-2000.
PUB DATE- 00
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Bound Students; College Programs; *College School Cooperation; *Community Colleges; Educational Cooperation; Enrollment; *High School Students; Institutional Cooperation; Two Year Colleges

This document includes the statewide summary and community college district reports on community college classes offered in conjunction with high schools in Arizona. With the approval of the District Governing Board, courses may be offered by community colleges in conjunction with high schools for the purpose of offering community college instruction to high school students under certain circumstances. These include: (1) the student shall have been admitted to the community college under the provisions of R7-1-301; (2) courses may be offered at the high school campus provided the courses have been approved

Community Relationship; *Self Evaluation (Groups); *Strategic Planning; *Student Characteristics; Teacher Effectiveness; Two Year Colleges
IDENTIFIERS- *Bellevue Community College WA

Bellevue Community College (BCC) (Washington) developed a set of 14 institutional performance indicators, specifically: (1) program/degree completion; (2) transfer student success; (3) student retention; (4) student goal attainment; (5) progression from developmental to college level programs; (6) employment; (7) efficiency of college operations; (8) effectiveness of college operations; (9) service area diversity match; (10) basic skills success and progress; (11) continuing education; (12) student satisfaction; (13) employee satisfaction; and (14) teaching excellence. This document contains 1999-2000 information on these indicators, starting with a brief overview of the current status of the indicators compared to college goals, and concluding with a detailed listing of each performance indicator; the measurement indicators used to evaluate the college's performance on the indicator; where the college stands at the present time relative to goals that have been set; and any difficulties or explanatory information which help to set the context for the particular performance indicator. (PGS)

ED 448 849 JC 010 127

Hodge, Valerie L.
Bellevue Community College Student Profile Report, Fall 1999.
PUB DATE- 00
NOTE- 130p.; Produced by Bellevue Community College, Office of Institutional Research.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Enrollment; Females; Institutional Characteristics; Males; *Student Characteristics; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Bellevue Community College WA

This report presents a statistical profile of Bellevue Community College (BCC) (Washington) students for fall 1999. Highlights for this semester include: (1) 19,393 students were enrolled, an increase of 2,820 over the fall of 1997; (2) the average age of all students was 30 years, with the average age of credit students being 25; (3) 73% of students aged 20-24 attended classes full-time; (4) 60% of all students were women, 54% of whom attended classes full-time; (5) women represent 81% of students who already had a baccalaureate or higher degree; (6) BCC enrolled 3,171 students of color, 1,738 of whom were Asian American, 378 African American, 346 Hispanic, and 97 Native American (and the rest "other"); and (7) 885 students transferred from BCC to other institutions of higher education in Washington. This report includes sections that detail age, gender, ethnicity and race, student mobility and origin, other student demographics, credit and attendance, program enrollments, and student outcomes. Appended is information about zip codes, high schools attended, ethnicity, state and contract students, and maps. (Contains 67 tables.) (EMH)

ED 448 850 JC 010 129

Glendale Community College: College Services Annual Report, 1999-2000.
PUB DATE- 00

reform, policymakers and program developers are increasingly interested in developing new investments for young children and their families at the state and local level. This brief is one of a set of reports sharing the experiences of Starting Points sites and other states and localities in moving the nation toward a healthy, nurturing beginning for all of its children. The brief focuses on creating dedicated local revenue sources for early care and education. The brief begins with a list of general principles for choosing financing strategies to create dedicated revenue sources for early care and education initiatives. Six strategies to create revenue sources are highlighted for policymakers to implement at the state, city, or county levels: (1) special taxing districts; (2) special tax levies; (3) guaranteed expenditure minimums; (4) children's trust funds; (5) fees and narrowly based taxes; and (6) income tax check-offs. The brief describes critical features for each strategy, highlights examples of each strategy in practice, and discusses considerations for the use of each strategy. The brief concludes by noting that the choice of financing strategies will depend on the goals and purposes of an initiative, existing and projected economic conditions, the local demographic context, and the political context, including the attitudes of policymakers and voters toward taxes and fees. (KB)

ED 448 869 PS 029 091

Watson, Sara; Squires, Barbara; Schafer, Peter
Think Global, Document Local: Using Data and Information Technologies To Move the Early Childhood Agenda. Starting Points: Meeting the Needs of Our Youngest Children.
PUB DATE- 00
NOTE- 21p.; For related Starting Points documents, see PS 028 922 and PS 029 090-095.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Child Advocacy; Cost Effectiveness; *Data Collection; Day Care; *Early Childhood Education; Information Dissemination; *Information Technology; Public Opinion; Public Policy; *Public Support; Young Children

Child advocacy groups have become increasingly sophisticated about using data to mobilize public opinion and motivate greater public investment in young children and their families. The lesson emerging from this work is that state and local data are needed in addition to national data to build a more powerful case for change. This policy brief describes data and information technologies used by children's initiatives in specific localities and states across the nation. Part 1 of the brief describes the challenges involved in building a capacity for data collection at the state, regional, and local level. Part 2 describes initiatives which have used 4 strategies for enlisting data and information technologies to mobilize public support for improving early care and education: (1) coordinating data gathering and child advocacy efforts; (2) providing "just-in-time" data by just the right messenger; (3) creating multi-media campaigns to capture the public's attention; and (4) using cost-benefit analysis to demonstrate the value of investing in early childhood. Part 3 illustrates 6 data and information technologies to improve the planning and delivery of services: (1) focusing on results for children and families; (2) connecting and empowering people at the front line; (3) using distance learning to spread the word and bridge

Role; *Family School Relationship; Middle School Students; Middle Schools; *Parent Participation; Parent Role; Parent School Relationship; Parent Student Relationship; *Parents; Parents as Teachers; Partnerships in Education; School Community Relationship

Noting that the involvement of parents and family members in the education of their children at school and in the home is one of the keys to children's success in school, this monograph focuses on ways to include various family members in the education of young adolescents. The monograph is intended as a guide for an effective, comprehensive family involvement program. Following an introduction providing a research-based rationale for family involvement, detailing definitions and key concepts in family involvement, and depicting a multi-faceted family involvement model, the monograph is organized in six sections: (1) "Families as Decision Makers and Advocates"; (2) "Families and Schools as Communicators"; (3) "Families as Learners"; (4) "Families as Teachers and Coaches"; (5) "Families as Supporters, Volunteers, and Audience"; and (6) "Family, School, and Community as Partners." Each section presents the key concept, expected outcomes, and keys to implementation. Also included are self-assessments for the schools, worksheets, surveys, and sample guidelines. Appended are descriptions of six categories of family involvement. (Contains 41 references.) (KB)

ED 446 889   PS 029 114

Gartrell, Dan
Beyond Discipline to Guidance: A Primer on the Guidance Alternative.
PUB DATE- 00
NOTE- 10p.; Pre-Conference Paper presented at the Annual Conference of the National Association for the Education of Young Children (Atlanta, GA, November 8-11, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; *Discipline; Early Childhood Education; Elementary School Teachers; *Guidance; Preschool Teachers; *Teacher Role; *Teacher Student Relationship; Young Children

As early childhood teachers apply principles of guidance rather than punishment in their classrooms, they face the challenge of avoiding a slippage into traditional discipline practices and transcending the punitive aspects of discipline. Guidance is designed to teach children democratic life skills and therefore goes beyond discipline. Teachers are professionals who rely on understanding and use conflicts as opportunities for teaching, not technicians who rely on patience and use the usual discipline techniques such as "time out." Viewing classroom conflicts as mistaken behavior, rather than as misbehavior, results in less labeling of children and more assistance in learning life skills. There are three levels of mistaken behavior: (1) behavior reflecting experimentation to learn about life; (2) behavior socially influenced by others; and (3) behavior resulting from unmet emotional or physical needs. Guidance should be used to build an encouraging classroom where all the students feel accepted as full members of the group and to maintain this encouraging classroom where conflict management rather than "time out" is used to deal with ingredient, the importance of links with families, and the varied pace of children's development. Section 3, "Features of High-Quality Early Childhood Programs that Promote Cognitive and Language Development," addresses six features related to cognition and language, including parent involvement, learning environment, and assessment. Section 4, "Child Outcomes in the Language Domain," provides an assessment checklist that covers aspects of literacy and language acquisition, including oral language and listening, background knowledge and vocabulary, emergent literacy, comprehension, and interest. Section 5 lists related resources and includes 27 endnotes. Section 6 presents a self-assessment tool using the quality indicator statements for the six features of high-quality early childhood programs described in section 3. (HTH)

ED 448 906 PS 029 131

Copley, Juanita V.
The Young Child and Mathematics.
PUB DATE- 00
NOTE- 193p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Curriculum Development; Developmentally Appropriate Practices; Early Childhood Education; Elementary School Curriculum; *Mathematical Concepts; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Preschool Curriculum; Standards; Teaching Methods
IDENTIFIERS- National Association Educ of Young Children; National Council of Teachers of Mathematics

Intended for preschool and primary grade teachers, this book draws on guidelines from the National Association for the Education of Young Children (NAEYC) and standards from the National Council of Teachers of Mathematics (NCTM) to offer classroom vignettes and teacher-tested activities and strategies that will inspire early childhood teachers to move beyond present practice in mathematics instruction to improve instruction and curriculum. The chapters of the book are: (1) "The Child Learns, the Child Teaches," highlighting what teachers may learn from observing and listening to children, focusing on every child and not just the smart or the needy, and encouraging investigation so children can construct their own knowledge; (2) "Principles in Teaching Mathematics to Young Children"; (3) "Mathematics Processes in the Early Childhood Curriculum"; (4) "Number and Operations in the Early Childhood Curriculum"; (5) "Patterns, Functions, and Algebra"; (6) "Geometry and Spatial Sense"; (7) "Measurement"; (8) "Data Analysis and Probability"; and (9) "Questions...and Some Answers." Two appendices list expectations for Pre K-2 from NCTM's "Principles and Standards," and an annotated bibliography of books to enhance mathematics learning. (Contains 79 references.) (HTH)

ED 448 907 PS 029 132

Giannarelli, Linda; Barsimantov, James
Child Care Expenses of America's Families. Occasional Paper Number 40. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T.

Child Care Practices Utilizing a 4-Point Strategy To Prepare Preschoolers for Kindergarten Readiness.
PUB DATE- 00
NOTE- 82p.; Doctor of Education Practicum II Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Change Strategies; Classroom Environment; *Classroom Techniques; Day Care; *Developmentally Appropriate Practices; Inservice Teacher Education; Parent Participation; *Parent School Relationship; Preschool Children; Preschool Curriculum; Preschool Education; *Preschool Teachers; Program Effectiveness; *School Readiness; *Teacher Improvement; Teacher Student Relationship; Teaching Methods

Noting that many early childhood practitioners have difficulty understanding and articulating how developmentally appropriate practices in their programs contribute to students' kindergarten readiness, this report details the implementation and evaluation of practicum experiences designed to improve preschool teachers' developmentally appropriate practices (DAP) so they could better prepare preschoolers for kindergarten readiness. Participating were 20 teachers at a military child development center in the western United States. The following practicum experiences were implemented by the training and curriculum specialist: (1) six teacher training sessions on child development and other areas; (2) parent-education opportunities; (3) bimonthly classroom visits; and (4) evaluation of classroom environments. Expected outcomes for the teachers related to providing children with DAP, arranging the classroom environments to meet children's interests and needs, explaining to others and demonstrating DAP, as well as including parent participation activities in the curriculum and explaining to parents how their participation promotes their children's development. Analysis of the data revealed that with the use of training sessions, parent-involvement opportunities, classroom-environment evaluations, and classroom visits, preschool teachers were able to prepare the students for kindergarten. The practicum report concludes with recommendations for improving DAP in the preschool classroom and plans for dissemination. Six appendices include the Kindergarten Readiness Questionnaire, classroom observation instrument, a resource list, and the Kindergarten Readiness Parent Handbook. (Contains 47 references.) (KB)

ED 448 924 PS 029 153

Fowler, Frances C.
Marching to a Different Drummer: The Elementary School Reform Movement in Germany.
PUB DATE- 00
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Educational Change; *Elementary Education; *Elementary School Teachers; Foreign Countries; *Politics of Education; Program Descriptions; Qualitative Research
IDENTIFIERS- *Germany; Politicians

child conference, and the early childhood assessment team. Tape 6, "Cultivating Roots: Partnership with Families" (22 minutes) presents information on how best practices in early childhood programs foster partnerships characterized by communication, support, learning, teaching one another, child advocacy, and decision making. Tape 7, "Seeds of Changes: Leadership and Staff Development" (34 minutes), explores ways to encourage teacher and staff growth while implementing best practices and focuses on how teachers have organized, analyzed, and implemented best practices in their individual schools. (KB)

ED 448 942   RC 021 433

Rangel, Richard; Bansberg, Bill
Snapshot Assessment System for Migrant, Language-Minority, and Mobile Students. An Informal Tool for Classroom Teachers. Intermediate Level: Grades 4-6. User's Manual.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Diagnostic Teaching; English (Second Language); *Evaluation Methods; Identification; *Intermediate Grades; Language Arts; *Limited English Speaking; Mathematics Tests; Measures (Individuals); *Migrant Education; National Standards; Science Tests; *Screening Tests; Special Needs Students; *Student Evaluation; Task Analysis

This classroom assessment tool for grades 4-6 offers teachers a method to quickly identify the needs of migrant, language-different, and mobile students in language arts, mathematics, and science in relation to national content standards. The Snapshot System asks the student to perform a series of tasks that are keyed to content standards and organized progressively from fourth- through sixth-grade level. The results give teachers a general idea of what the student knows in each content area. Tasks are in both English and Spanish. Section 1 gives an overview of the system, including standards, benchmarks, contents, and structure; administering, using, and scoring; how the system was developed; a 16-item bibliography; an appendix on Spanish pronunciation; and an appendix on general directions for teachers. Section 2 charts specific tasks and content standards in language arts, mathematics, and science. The tasks and standards are referenced to national standards and benchmarks. Sections 3-5 give detailed instructions and test items for 10 language arts assessment tasks, 14 mathematics assessment tasks, and 15 science assessment tasks. Section 6 contains student proficiency checklists in language arts, mathematics, and science. Manipulatives included are two cardboard sheets of punch-out attribute blocks of different shapes and colors. (SAS)

ED 448 943   RC 022 094

Pingayak, John
The Cup'ik People of the Western Tundra: A Curriculum.
PUB DATE- 98
NOTE- 53p.; This curriculum is part of the Native Studies Curriculum and Teacher Development Project.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

programs, and colleges and universities, as well as rural development councils, extension offices, and data centers in most states. Section 1 contains international, national, and multistate nongovernmental organizations, including 36 organizations concerned with advocacy, networking, or reform, and 30 concerned with research, development, technical assistance, or training. Section 2 covers federal agencies and programs: the 4 regional rural development centers and 9 other agencies or programs of the U.S. Department of Agriculture; the 10 regional educational laboratories, 7 regional resource centers, 11 regional technology in education consortia, and 11 other agencies and programs of the U.S. Department of Education; 4 other federal rural programs; and 14 sites of the National Science Foundation's Rural Systemic Initiative. Section 3 presents 28 journals, newsletters, and magazines concerned with rural matters. Section 4 lists organizations, programs, and services for each state, as well as U.S. territories and Canadian provinces. (Contains an index.) (SV)

ED 448 960   RC 022 718

Kusimo, Patricia S.; Trulear, Harold D.
Mobilizing African American Faith Communities: A Strategy for Improving the Achievement of African American Students in Rural School Districts. Rural Education Issue Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Black Education; Black Institutions; Blacks; *Change Strategies; *Church Role; Community Action; Disadvantaged Youth; Elementary Secondary Education; Empowerment; Equal Education; *Partnerships in Education; *Rural Schools; School Community Relationship; *State Church Separation
IDENTIFIERS- African Americans; Social Justice; *United States (South)

Educational attainment for rural African Americans is lower than that of urban African Americans or rural Whites. The African American Church has always had a strong role in providing educational opportunities for African American children and in community activism in general. This digest discusses partnering with rural African American churches as a strategy to improve the educational achievement and attainment of African American children in the rural South. School partnerships with African American faith communities present an opportunity to build stronger communities and improve educational outcomes for youth. Because of concerns about the separation of church and state, partnerships between schools and faith communities must focus on the common ground, the welfare of the children and the betterment of their lives, not on religious education. Guidelines developed by the Department of Education are presented for partnerships with faith communities that respect the separation of church and state. Six strategies that schools can use to develop partnerships with African American faith communities are noted. (Contains 33 endnotes.) (TD)

ED 448 961   RC 022 719

Teaching Methods
IDENTIFIERS- *Learner Centered Instruction; *Technology Integration

A two-tier intervention study was designed to provide descriptive models of constructivist learning environments supported by appropriate technology, as they emerged in project classroom. Tier 1 was a collective case study of approximately 150 classrooms in 5 southwestern states whose teachers received training in applying technology. Tier 2 consisted of detailed case studies of six teachers and how they created constructivist learning environments. The project focused on classrooms with high populations of traditionally underserved students, including economically disadvantaged, linguistically diverse, rural, American Indian, and Mexican American students. The intervention consisted of assistance to participating teachers in technology planning, professional development, and follow-up assistance and support. Findings indicate that (1) while teachers with only one computer can and did change their practice, that change was minimal compared with that observed in classrooms with more computers; (2) knowing how computer technology can be used to enhance learning and being able to plan effective learning activities were more important than having strong personal computer skills; (3) professional development that engaged teachers as learners and modeled the integration of technology with learner-centered approaches enabled many teachers to implement technology and constructivism concurrently; (4) rather than a single model, a range of constructivist practices supported by technology emerged; (5) more change in teaching practice and technology use occurred at sites where more teachers participated; and (6) the change process varied with different teachers. Appendices present an overview of the case studies, the six case studies, case study interview questions, and other research materials. (TD)

ED 448 978   RC 022 769

Vincent, Susan, Ed.
The Multigrade Classroom: A Resource Handbook for Small, Rural Schools. Book 1: Review of the Research on Multigrade Instruction.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Institute of International Education, New York, NY.
PUB DATE- 99
NOTE- 67p.; Based on a 1989 publication of the same name by Bruce A. Miller. For related books in the series, see RC 022 770-775. Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Administrator Role; *Classroom Environment; *Educational Research; Elementary Education; *Knowledge Base for Teaching; *Multigraded Classes; Rural Schools; School Administration; Small Schools; *Student Attitudes; Teaching Methods
IDENTIFIERS- Kentucky Education Reform Act 1990

In multigrade instruction, children of at least a 2-year grade span and diverse ability levels are grouped in a single classroom and share experiences involving intellectual, academic, and social skills. "The Multigrade Classroom" is a

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Curriculum Development; *Educational Change; *Interdisciplinary Approach; Mass Media; *Middle Schools; Motivation; *Science Education; Scientific Literacy

This book considers the current reform movement in science education and points out problems with the education of early adolescents who are caught in the middle. The first six chapters cover the need for a science curriculum addressing the personal, social, developmental, and emotional needs of middle school students. Chapter 7 presents a curriculum proposition that is in harmony with the new paradigm of science, is interdisciplinary, and uses everyday problems. Chapter 8 recommends helping students learn science through human health. (Contains 181 references.) (YDS)

ED 448 996 SE 063 837

Dow, Jaye
Rock around the Clock: Hanging Rock State Park. An Environmental Education Learning Experience. Designed for Grade 5.
PUB DATE- 00
NOTE- 98p.; Revised edition of ED 376 027.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Environmental Education; Experiential Learning; Field Trips; *Geology; Grade 5; Intermediate Grades; *Outdoor Activities; *Parks; *Petrology; Science Education
IDENTIFIERS- Erosion; *North Carolina; *State Parks

This learning packet was developed for grade 5 to teach about the geology of a park. Sections include: (1) Introduction, which introduces the North Carolina State Park System, Hanging Rock State Park, the park's activity packet, and the geology of the park; (2) Summary, a brief summary of the activity outlines including major concepts and objectives covered; (3) Pre-visit activities, which introduce students to rock types and the rock cycle and explains how they change over time due to weathering and erosion; (4) On-site activities, including observations on the landforms and geological formations of the parks; (5) Post-visit activity, which reinforces the vocabulary and concepts learned in the previous activities; (6) Vocabulary, which provides a list of 51 related vocabulary words; (7) References; and (8) related forms including worksheets, a parental permission form, and a North Carolina Parks & Recreation Program Evaluation. (Contains 17 references.) (YDS)

ED 448 997 SE 063 891

Stylianidou, Fani; Boohan, Richard
Pupils Reasoning about the Nature of Change Using an Abstract Picture Language.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

DESCRIPTORS- Elementary Secondary Education; Environmental Education; Evaluation; Program Implementation; *Teacher Education; Teaching Methods

This guide assists educators in the process of implementing or strengthening a using the Environment as an Integrating Context for learning (EIC) program in their school. The purpose of the self-evaluation guide is to provide teachers and principals with an instrument that they can use to assess the current status of their programs in relation to the leadership that characterizes a strong EIC program. It begins with a Summary of Leadership Processes for EIC Programs. Selection of these processes was based on research into the leadership and community support that is common to schools successfully implementing EIC. The body of the guide presents self-evaluation rubrics organized around each of the leadership processes. Each process is described on a rubric sheet that defines important terminology and explains other significant aspects of leadership and community support. The rubric sheets delineate several measurable attributes that educators can use to help determine the progress of their program. The Self-Evaluation Summary for EIC Program Leadership and Support allows educators to gather together information from the individual rubric sheets. (SAH)

ED 449 020 SE 064 376

Lieberman, Gerald A., Comp.; Hoody, Linda L., Comp.
Implementing and Strengthening an EIC Program in Your School: A Self-Evaluation Guide.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 00
NOTE- 26p.; The Council of Chief State School Officers administer SEER's funding.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; *Evaluation; *Program Implementation; Teacher Education; Teaching Methods

This guide assists educators in the process of implementing or strengthening a using the Environment as an Integrating Context for learning (EIC) program in their school. This self-evaluation guide provides teachers and principals with an instrument that they can use to assess the current status of their programs in relation to the leadership that characterizes a strong EIC program. This document begins with a Summary of the Major Educational Components for EIC Programs. Selection of these components was based on research into the pedagogies common to schools that successfully implement EIC. The body of the guide presents self-evaluation rubrics organized around each of the educational components. Each component is described on a rubric sheet that defines important terminology and explains other significant aspects of EIC. The rubric sheets delineate several measurable attributes that educators can use to help determine the progress of their program. The Self-Evaluation Summary for EIC Implementation allows educators to gather information from the individual rubric sheets. (SAH)

ED 449 021 SE 064 383

(2) "Moving Teachers from Mechanical to Mastery: The Next Level of Science Implementation" (JoAnne Vasquez and Michael B. Cowan); (3) "Learning and Teaching Critical Thinking Skills in the Information Age: A Challenge in Professional Development for Science Teachers" (J. Preston Prather and Maurice Houston Field); (4) "Bringing about School Change: Professional Development for Teacher Leaders" (Josephine D. Wallace, Catherine R. Nesbit, and Carol R. Newman); (5) "Building Capacity for Systemic Reform in Mathematics and Science Education: A Focus on a Develop-the-Developer Model" (Karen J. Charles and Francena D. Cummings); and (6) "The Precollege Program: A Collaborative Model of Student Enrichment and Professional Development in Mathematics and Science" (Patricia S. Moyer and Eric D. Packenham). Part 2, Professional Development and the Diverse Learner, chapters include: (1) "LEARN North Carolina: A Teacher-Directed Model of Technology Integration" (David J. Walbert); (2) "Teaching Science to Diverse Learners: A Professional Development Perspective" (Paul Rowland, Donna Montgomery, Greg Prater, and Sam Minner); (3) "Leadership in a Multicultural World: Transforming Today's Science Classrooms" (Deborah J. Tippins and Sharon E. Nichols); (4) "Knowing Others and Other Ways of Knowing: Cultural Issues in the Teaching of Science" (M. Elaine Davis); (5) "Reform and Museums: Enhancing Science Education in Formal and Informal Settings" (Judith K. Sweeney and Susan E. Lynds); (6) "Access to Technology: The Equity Dilemma for Science Educators" (Rebecca P. Butler); and (7) "Principles and Practices in Multicultural Science Education: Implications for Professional Development" (Gerry M. Madrazo, Jr., and Jack Rhoton). (YDS)

ED 449 043 SE 064 545

Videotape Highlights from Before It's Too Late: A Report to the Nation from the National Commission on Mathematics and Science Teaching for the 21st Century. Videotape .
PUB DATE- 00
NOTE- 0p.; Developed and produced by Disney Learning Partnership. For the "Before It's Too Late" report, see ED 441 705.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Educational Change; Elementary Secondary Education; *Mathematics Education; Professional Development; *Science Education; *Teaching Methods; Videotape Recordings

This 9-minute videotape highlights "Before It's Too Late," the centerpiece report of the National Commission on Mathematics and Science Teaching for the 21st Century. The Commission was charged with creating a plan to improve the quality of mathematics and science instruction in K-12 classrooms nationwide. The report, released in September 2000, emphasizes that good teaching is the key to improved student achievement and recommends focusing on improving the knowledge and skills of current science and mathematics teachers, increasing the number of well-prepared teachers coming into the profession, and improving the working environment to make the profession more attractive. Each educational stakeholder--parents, school board members, superintendents, teachers, business leaders, and higher education administrators--has a unique role to play in bringing these recommendations to fruition. This video cites immediate and long-term steps that stakeholders should take in support of high quality mathematics and science teaching. (ASK) competencies and skills put forth by prominent organizations in the field, and a list of competencies that best support civic awareness is provided. "Program Profiles" from Wisconsin, Maine, North Carolina, Mississippi, South Carolina, and other locations support the connection between community service, learning outcomes, and civic education. The article, "CityWorks: A Curriculum Model for Teaching Local Government through Research and Service Learning" (Marshall Croddy), describes a new curriculum for teaching local government through research and service learning. "FYI" lists resources of interest to educators and others working with youth. (BT)

ED 449 067   SO 032 193

Wodon, Quentin T.
Poverty and Policy in Latin America and the Caribbean. World Bank Technical Paper No. 467.
PUB DATE- 00
NOTE- 149p.; With contributions from Robert Ayres, Matias Barenstein, Norman Hicks, Kihoon Lee, William Maloney, Pia Peeters, Corinne Siaens, and Shlomo Yitzhaki.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Civil Rights; *Developing Nations; Educational Benefits; *Empowerment; Foreign Countries; Income; *Poverty; *Social Problems; Social Science Research
IDENTIFIERS- Caribbean; Latin America; *Policy Issues; Regional Surveys

Although the progress toward poverty reduction remains sluggish, other dimensions of social welfare in the Latin American and Caribbean (LAC) region show signs of improvement. Adult literacy and school enrollment rates, life expectancy at birth, access to safe water, and nutrition indicators are improving. However, other factors demonstrate that many problems persist, especially the inequality between rich and poor. This report analyzes the evolution of poverty and inequality in the LAC region from 1986 to 1996 with projections to 1998. It reviews the policies which have been advocated or implemented to reduce poverty. The report combines: (1) the results of new empirical work using household surveys from 12 countries (Argentina, Bolivia, Brazil, Chile, Colombia, Dominican Republic, Ecuador, Honduras, Mexico, Paraguay, Uruguay, and Republica Bolivariana de Venezuela); (2) short theoretical developments, some of which introduce new research techniques; and (3) a review of the literature on issues related to poverty, inequality, and social policy in LAC. Chapters three through six follow the framework proposed in the forthcoming World Development Report 2000-2001. The framework identifies three essential elements for poverty reduction: (1) opportunities for the poor and investments in the human capital of the poor; (2) security through social safety nets; and (3) empowerment. Contains extensive tables and figures and 213 references. (BT)

ED 449 068   SO 032 229

White, Cameron
Transforming Social Studies Education: A Critical Perspective.
PUB DATE- 99
NOTE- 238p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)

the public. Though the basic framework of checks and balances in the U.S. Constitution clearly gives the executive and legislative branches of government some power over the judiciary, the U.S. Constitution protects judges in their decision-making function. This lesson plan presents a structural framework for students to think about how the judiciary affects government and the public, and how government and the public affect the judiciary. The lesson plan uses excerpts provided from Federalist No. 78, the U.S. Constitution, newspaper articles, and Supreme Court decisions. It provides an overview, educational objectives, links to both civics and social studies standards, materials needed, handouts, step-by-step classroom procedures for teachers, and suggested activities and questions. (BT)

ED 449 089 SO 032 464

The Distinction between Civil and Criminal Law: A Lesson Plan for High School Law-Related Educators To Support "Understanding the Federal Courts."
PUB DATE- 00
NOTE- 10p.; For related documents, see SO 032 462-468.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; *Civil Law; *Civil Liberties; *Court Litigation; *Criminal Law; *Federal Courts; Government Role; High Schools; Law Related Education; Social Studies; United States Government (Course)
IDENTIFIERS- National Civics and Government Standards; National Social Studies Standards; *United States Constitution

The O. J. Simpson trials taught much of the United States a basic lesson in the difference between criminal law and civil law. Many students learn in their government classes that a person cannot be tried twice for the same crime. A person found innocent in a criminal trial, however, can be sued under civil law procedures for damages. It is possible, then, to have the two trials reach very different conclusions, as was seen with the Simpson cases. In part, this is because there is a greater burden of proof with criminal cases than with civil cases. In this lesson plan, students learn some of the fundamental distinctions between civil and criminal law through analyzing newspaper articles that deal with the two types of cases. Students attempt to correct a fictional news article about a criminal case. The lesson plan provides an overview, educational objectives, links to both civics and social studies standards, materials needed, handouts, and step-by-step classroom procedures. (BT)

ED 449 090 SO 032 465

Mini Simulation of a Supreme Court Oral Argument: A Lesson Plan for High School Law-Related Educators To Support "Understanding the Federal Courts."
PUB DATE- 00
NOTE- 21p.; For related documents on federal courts, see SO 032 462-468.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; *Civil Liberties; *Court Litigation; *Federal Courts; High Schools; Law Related

accommodate students' cognitive styles and provide alternatives for different interests. Students become active learners, and the teacher acts as a facilitator for the students' learning. The art room becomes a global environment where communication is quick and worldwide, yet personal. While great benefits can be gained by using this technology in the art classroom, the attitude of the teacher and the availability of computers must be considered. This study explored the effectiveness of the Internet as an instructional tool. Eighth grade art students participated. Data from an attitude inventory taken before and after the project formed the basis for assessing students' attitudes toward the interactive media and art history research. Qualitative data from interviews with randomly selected students were coded to provide insight into students' thoughts and feelings about using the interactive media to learn about art history. Additionally, data were collected while observing students as they engaged in the Internet-based art history research project. (Contains 17 tables, 1 figure, and 9 appendixes, including permission forms, resources for art educators, fieldwork notes, surveys and handouts, interview questions and transcripts, and coded interviews.) (Author/BT)

ED 449 113 SO 032 516

Defining the National Interest: A Sample Lesson on Current International Affairs from Choices Education Project.
PUB DATE- 99
NOTE- 7p.; For the related curriculum unit "Keeping the Peace in an Age of Conflict: Debating the U.S. Role," see ED 443 760.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Current Events; *Foreign Policy; Global Approach; Higher Education; *International Relations; Secondary Education; Social Studies; *World Affairs

Clearly, the United States cannot respond to every crisis, but what is meant precisely by the phrase "American interests"? How is the U.S. national interest defined and by whom? Does its definition affect the decision of how to respond to a crisis? This lesson deals with these complex and intertwined questions. By defining the national interest for themselves, students understand not only what their options are but the core values and assumptions that are the foundations of these options. Students working to understand the framework of decision making surrounding intervention will benefit from having articulated and tested their own definitions of the U.S. national interest against those of their classmates and against the decisions of policymakers. The student reading and assignment, in conjunction with the lesson's exercises and suggested discussion, are designed to begin the process of understanding the core assumptions of U.S. foreign policy. The lesson cites educational goals, presents a group exercise, provides questions for class discussion, and outlines a homework assignment. (BT)

ED 449 114 SO 032 521

Hume, Helen D.
American Art Appreciation Activities Kit: Ready-To-Use Lessons, Slides, and Projects for Grades 7-12.
PUB DATE- 96
NOTE- 328p.
LANGUAGE- English

NOTE- 454p.; Illustrations by Jared Chrislip and David Jernigan.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academically Gifted; Classroom Design; Classroom Environment; *Classroom Techniques; *Creative Teaching; *Creativity; Critical Thinking; Elementary Secondary Education; *Problem Solving; Student Evaluation; Talent Development; *Thinking Skills
IDENTIFIERS- Psychoanalytic Theory

This book is designed to help teachers link research and theory regarding creativity to the everyday activities of classroom teaching, providing enough theory and enough examples of applications to enable teachers to convert what they learn to their everyday grouping arrangements, lesson plans, assessment activities, and grading schemes. The book is suitable for courses dealing with teacher creativity, teaching gifted and talented students, and critical thinking. It focuses on research and theory and provides specific strategies for teaching creative thinking. Part 1, "Understanding Creative People and Processes," provides a theoretical framework, including: (1) "What Is Creativity?" (2) "Theories and Models of Creativity"; (3) "Creative People"; and (4) "Creativity and Talent Development." Part 2, "Creativity and Classroom Life," deals directly with strategies for teaching and learning, including: (5) "Teaching Creative Thinking Skills and Habits"; (6) "Creativity in the Content Areas"; (7) "Motivation, Creativity, and Classroom Organization"; and (8) "Assessing Creativity." Each chapter presents reflection and journaling activities and boxed lesson ideas. An appendix presents nine problem-finding lessons. (All chapters contain references.) (SM)

ED 449 135 SP 039 710

Wade, Suzanne E., Ed.
Inclusive Education: A Casebook and Readings for Prospective and Practicing Teachers.
PUB DATE- 00
NOTE- 223p.; The companion volume is "Preparing Teachers for Inclusive Education: Case Pedagogies and Curricula for Teacher Educators."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Case Studies; Cultural Awareness; Cultural Differences; Curriculum Development; *Disabilities; Elementary Secondary Education; English (Second Language); Higher Education; *Inclusive Schools; *Mainstreaming; Mathematics Instruction; Parent Participation; Preservice Teacher Education; *Regular and Special Education Relationship; Science Instruction; Sexual Harassment; Student Teachers; Teacher Attitudes; Teacher Collaboration; Teaching Methods

This book presents readings and teaching cases designed to prepare teachers for inclusive education. Part 1, "Readings," provides an overview of issues related to inclusive education and describes approaches for creating inclusive classrooms and schools, including: (1) "Creating Inclusive Classrooms: An Overview" (Suzanne E. Wade and Judy Zone); (2) "Weaving Lessons: Strategies for Teaching Mathematics and Science in Inclusive Settings" (Karen Karp); (3) "Curricular and Instructional Considerations for Teaching Students with

Kallick), the seven papers are: (1) "Building Learning Organizations" (Arthur L. Costa and Bena Kallick); (2) "Constructing a Home for the Mind" (Arthur L. Costa and Bena Kallick); (3) "Bringing to Life a Vision" (Curtis Schnorr and Thommie DePinto Piercy); (4) "Infusing the Habits of Mind into a School Culture" (Deborah Hansen); (5) "Sharing a Wealth of Knowledge and Experience" (Arthur L. Costa and Bena Kallick); (6) "Sustaining a Focus on the Habits of Mind" (Arthur L. Costa and Bena Kallick); and (7) "Getting Started" (Arthur L. Costa and Bena Kallick). An appendix presents "Self-Assessing Your School" (Arthur L. Costa and Bena Kallick). (Contains a 70-item bibliography. Individual papers also contain references.) (SM)

ED 449 154   SP 039 738

Hardin, Carlette Jackson; Harris, E. Ann
Managing Classroom Crises. Fastback 465.
PUB DATE- 00
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; Conflict Resolution; *Crisis Intervention; *Crisis Management; Elementary Secondary Education; *Student Behavior; Teacher Behavior; Teacher Role; Teachers; Violence
IDENTIFIERS- Risk Reduction

This booklet explains the importance of teachers being trained to handle daily crises they face in their classrooms and to see crises as an opportunity for both students and teachers. It discusses the skills and attitudes teachers need in order to be effective crisis managers. After an introduction, three sections examine: "What Is a Crisis?" (characteristics of students in crisis, types of crises, and severity of crisis situations); "Preventing a Crisis" (teacher behaviors that contribute to crisis situations, identification and management of troubled students, violence prevention programs, responding to crisis situations, and formal programs); and "Four Case Studies" (a first grade fight, a bad girl, a troubled girl in a new school, and the stolen boom box). The booklet concludes that when teachers do not respond correctly: there is a breakdown in the classroom; there can be serious injury; there is marked decrease in teacher morale and increase in burnout; and there may be lawsuits. Failing to intervene in crisis situations means that teachers have lost the opportunity to help students. When teachers reach out to troubled students, they have the opportunity to change lives. A list of resources is included. (Contains 29 references.) (SM)

ED 449 155   SP 039 739

Marble, Stephen; Finley, Sandra; Ferguson, Chris
Understanding Teachers' Perspectives on Teaching and Learning: A Synthesis of Work in Five Study Sites.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Educational Assessment; Educational Environment; Elementary Secondary Education; *Learning; *Student Evaluation; *Teaching Methods
IDENTIFIERS- *Reflective Practice

This book is designed to help teachers raise the academic achievement of their students and improve the social and moral fabric of school life. To accomplish these goals, it explores and develops the relationships among teaching, learning, and assessment, asserting that these elements of school life must be joined seamlessly, and that they cannot be separated. The chapters of the Part 1, "Reflective Practice," are: (1) "Developing a Learning Culture"; (2) "Two Goals of School Life"; (3) "The Reflective Classroom"; (4) "The Nature of Knowledge"; (5) "Ways To Learn"; (6) "Some Useful Teaching/Learning Concepts"; (7) "Why Assess Teaching and Learning"; (8) "Necessary Conditions"; (9) "Improved Social Setting"; (10) "Consciousness"; (11) "Life Skills Needed in the Workplace"; and (12) "Going with the Flow." Part 2, "Reflective Assessment Strategies," describes 22 strategies for reflective teaching, learning, and assessment. An epilogue summarizes the discussions, and a glossary is included. (SLD)

ED 449 176 TM 032 256

Ediger, Marlow
Assessment in the History Curriculum.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Criterion Referenced Tests; *Curriculum; Elementary Secondary Education; Evaluation Methods; *History; *Portfolio Assessment; Portfolios (Background Materials); *Standardized Tests; *Student Evaluation

This paper discusses some of the ways to assess learner achievement in history. Standardized tests are used frequently by states to measure learner achievement. There are many weaknesses inherent in using standardized tests to measure student achievement in history, especially the fact that the test may not be valid for the local classroom since the test writers do not know what the students have actually studied. Some of the weakness of standardized tests are remedied by the use of criterion-referenced tests. The objectives for instruction have been developed and written, usually on the state level, and the criterion-referenced tests are aligned with these statements of intent. Adequate time must be given to develop the tests and the objectives. Portfolios are another possible approach to assessing student achievement in history. Portfolios give the student the opportunity to demonstrate personal achievement. Some examples are given of possible portfolio approaches. Performance objectives are recommended by many educators, and some examples are provided of objectives appropriate for history assessment. Whatever the standards used to assess student achievement, the focal point should always be the learner and achieving optimal learning. (SLD) essential ingredient of learning and achievement. A review of the literature on class size suggested a strong link between small classes and positive engagement behavior. To examine the potential lasting effect of classroom organization, teacher ratings of student behavior were collected for 2,177 grade 4 and 2,804 grade 8 students. All had participated during their primary school years in Tennessee's Project STAR, a 4-year class-size experiment. Through the use of hierarchical linear modeling, findings suggest that fourth graders, who had experienced small classes during grades K-3, did not differ significantly in their classroom engagement behavior from their peers who had experienced full-size classes. However, fourth graders from small classes did engage in more positive classroom behaviors than their peers who experienced full-size classes with teacher aides during K-3. By grade 8, no differences in student engagement were found regardless of students' participation in small classes, full-size classes, or full-size classes with teacher aides. Reasons for these nonsignificant results are explored. (Contains 8 tables and 42 references.) (Author/SLD)

ED 449 198 TM 032 308

Al-Musawi, Nu'man M.; Al-Ansari, Saif H.
TOEFL and FCE Tests as Predictors of Academic Success for Undergraduate Students at the University of Bahrain.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Foreign Countries; Grade Point Average; Higher Education; Language Tests; Multivariate Analysis; *Prediction; Test Results; *Test Use; *Undergraduate Students
IDENTIFIERS- Bahrain; *Test of English as a Foreign Language

The purpose of this study was to examine the multivariate relationship of the Test of English as a Foreign Language (TOEFL) and the First Certificate of English (FCE), administered by the University of Cambridge Local Examinations Syndicate, and to determine whether students' total score on the TOEFL or their overall score on the FCE tends to be a better predictor of their success at the University of Bahrain as measured by overall grade point average (GPA). Subjects were 86 students enrolled at the University of Bahrain. The multivariate prediction of GPA from the scores on the FCE was very accurate. Regression analyses revealed that the FCE Cloze and Sentence Transformation subscores were the only test scores that contributed to the prediction of the student's GPA and his or her GPA in English courses. The TOEFL section scores did not contribute enough to be maintained in the linear prediction model. Results indicate that the FCE is a better test instrument than the TOEFL, especially when English is being taught as a foreign language. Since the TOEFL test did not appear to be an effective predictor of students' academic achievement at the university level, using it as a test instrument in any of the major language courses taught at the university within an English as a Second Language context should be reconsidered. (Contains 7 tables and 22 references.) (Author/SLD)

ED 449 199 TM 032 309

Tompkins, Judith C.

toward the competence of their appraisers than the TP group. Although the three groups did not differ in their perceptions of formative outcomes, summative outcomes, or the overall effectiveness of teacher appraisal, the appraiser-appraisee combination did make a significant difference in teacher perceptions of the purposes and appropriateness of the appraisal. An appendix contains a list of the survey items. (Contains 2 figures, 3 tables, and 33 references.) (Author/SLD)

ED 449 220 TM 032 365

DeBray, Elizabeth; Parson, Gail; Woodworth, Katrina
Patterns of Response in Four High Schools under State Accountability Policies in Vermont and New York.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). This work is part of a larger, five-year study of the Consortium for Policy Research in Education on Accountability and the High Schools.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Disadvantaged Youth; *Educational Change; Educational Policy; *High Schools; *Low Achievement; Performance Factors; *Responses; State Legislation; *State Programs; Teacher Attitudes
IDENTIFIERS- New York; Reform Efforts; Vermont

This paper examines the responses of four high schools to new accountability policies in two states, New York and Vermont. In each state, one school that was better positioned with respect to the policy and one that was a target of the policy were studied. New York's policy attaches high stakes for students though the Regents high school exit examination. In Vermont, school accountability is part of a broader policy of comprehensive finance equalization and a self-assessment action planning process. In both states theories of action assume that performance information from the accountability system will drive change. Schools were examined through interviews with key personnel, including teachers. The variations between the types of schools in response to the policies far exceeded the variation attributable to state policy design. In the high-performing schools, the policies in both cases put a spotlight on helping low-performing students. In the low-performing schools in both states there was a pattern of compliance without capacity with minimal meaningful or productive engagement on the part of the staff. The needs of the two low-performing schools suggest blind spots in the state policies with respect to theory, use of data, incentives, and short-term, school-level goals. The common patterns suggest that state policymakers need to rethink policy instruments for the lowest performing schools. (SLD)

ED 449 221 TM 032 366

Locker, Lesley Ann
Some "Modern" Statistics: A Primer and Demonstration.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).

and children's educational outcomes becomes weaker after controlling for unobserved family characteristics, but they do not eliminate the negative relationship. The relationship between parental welfare receipt and children's educational attainment is not uniform across childhood stages. Additional analyses suggest that parental welfare receipt is not negatively related to educational attainment if combined with at least quarter-time work by the mother. (Contains 9 tables and 83 references.) (Author/SLD)

ED 449 243　　　　UD 033 926

Bruce, Marino A.
Inequality, Interactional Complexity, and Violent Delinquency: An Exploration of Structural, Family, and Individual Considerations. Discussion Paper.
PUB DATE- 00
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Delinquency; Educational Research; *Equal Education; *Family Characteristics; Interaction; National Surveys; *Racial Differences; Socioeconomic Status; *Violence

Participants in violent encounters often come from the same age, gender, class, and race groupings. To explore the relationship between racial stratification and violent delinquency, this paper opens with a critical examination of previous research and then presents a conceptual frame that is more specific with regard to these factors. Then, data from the National Longitudinal Study of Adolescent Health (Add Health) are analyzed to highlight the interactional complexity of the relationship between stratification and violence. Add Health data are presented for 134 schools and 9,731 students. The results from robust regression analysis show violence to be the product of a complex process by which social-environment factors combine to influence individual behavior in race- and gender-specific ways. The relationship between economically depressed areas and violent behavior is found to be mediated through available family, social, and economic resources. These findings raise questions about the theoretical underpinnings of research in this area, and encourage thinking about the linkages between race and violence. (Contains 6 tables and 96 references.) (SLD)

ED 449 244　　　　UD 033 927

Lowe, Eugene T.
A Status Report on Hunger and Homelessness in America's Cities, 2000: A 25-City Survey.
PUB DATE- 00
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Children; *Economic Factors; Family Financial Resources; *Homeless People; *Housing; *Hunger; Poverty; Questionnaires; Surveys; *Urban Areas
IDENTIFIERS- *Food Assistance Programs

To assess the status of hunger and homelessness in U.S. cities during the year 2000, the U.S. Conference of Mayors surveyed 25 major cities whose mayors were members of its Task Force on contributed to student outcomes. It was conducted in a district serving predominantly minority and disadvantaged students. Data collection involved surveys of 555 personnel in the district's 17 middle schools and interviews with teachers, administrators, instructional guides, students, and district office personnel. The study examined the influence of outside factors; how schools were organized to facilitate teacher collaboration; academic assistance available to students; how the schools were organized to deliver instruction; administrative structures and practices; and parent/community involvement and support. Overall, the schools were complex organizations that were difficult to define and categorize. Five schools were high academic performers, and five were low performers. There were no consistent relationships between their academic performance and the way they were judged by respondents. In three high performing schools, there was a culture of success that was not present in low performing schools. Schools appeared to focus their efforts on improving TAAS (Texas Assessment of Academic Skills) scores, though many teachers believed this limited their ability to present material that would engage the students and develop their critical thinking skills. Teachers in every school rated themselves as the school's greatest strength, though they did not accept responsibility for certain school problems (e.g., poor discipline and apathy). Many teachers perceived that school administrators provided poor leadership and districts inadequately served school needs. The interview questions are appended. (Contains 10 references.) (SM)

ED 449 263 UD 033 950

Weiner, Lisa; Leighton, Mary; Funkhouser, Janie
Helping Hispanic Students Reach High Academic Standards: An Idea Book.
PUB DATE- 00
NOTE- 191p.; Produced with assistance from Jill Bangser, Juan Espino, Jill Frankfort, Miriam Gonzales, Derek Riley, Dwayne Smith, Jenny Suh, and Karen Walking Eagle.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *Bilingual Education; Cultural Awareness; Elementary Secondary Education; English (Second Language); Faculty Development; Higher Education; *Hispanic American Students; Inservice Teacher Education; Literacy; Migrant Education; Parent Participation; Preservice Teacher Education; School Community Relationship; Student Evaluation
IDENTIFIERS- Bilingual Education Act 1994

This report is part of a series of Idea Books designed to help schools and communities work together to strengthen education so all students can achieve high academic standards. It is specifically designed to help administrators and teachers seeking to understand how Title I, Title VII, and other programs assist educators in helping Hispanic students and Spanish-speaking English language learners achieve high standards. It describes promising practices that have been proven effective, illustrating how they can operate in schools and other community settings with Hispanic students. The book describes how effective schools serve Hispanic students in four ways: implementing effective, aligned, standards-based programs; building teacher and organizational capacity to serve people. Through the museum's "Community Archaeology" and "Site Stewardship" programs, volunteers give thousands of hours to protect and study threatened archaeological sites. Local media help to revitalize the Alutiiq language and share cultural lessons through the "Alutiiq Word of the Week" program. In partnership with nine remote village schools, the museum helps students preserve, explore and reinvent artistic traditions in an annual "Rural School Art Show." The Youth Museum of Southern West Virginia (Beckley, West Virginia) offers hands-on exhibits, a planetarium, a science room and a recreated pioneer village. The "Page After Page" exhibition highlights West Virginia children's authors. The pilot "Transition to School Program" is designed to bring special needs preschoolers and their families into the museum. The "Artist-in-Residence School Program" has introduced thousands to live theatre, native arts-and-crafts, dance, storytelling and traditional Appalachian music. Past winners (1994-1999) are listed in the back of the document. (AEF)

ED 448 787 IR 057 962

Perspectives on Outcome Based Evaluation for Libraries and Museums.
PUB DATE- 00
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Change; Evaluation Methods; Libraries; Measurement Techniques; Museums; Organizational Development; Program Effectiveness; *Program Evaluation; Public Service
IDENTIFIERS- Institute of Museum and Library Services; United Way

If museums and libraries are to compete for both public and private funds in an accountability-driven environment, they must develop evaluation practices that provide the most compelling picture of the impact of their services. The two essays in this document present clear arguments for the adoption of a specific approach to evaluation known as outcome-based evaluation. They define a system of evaluation that replaces the question, "What have we done to accomplish our goals?" with the question "What has changed as a result of our work?" Taking their lead from evaluation practices adopted by the United Way in 1995, both authors suggest practices that focus on measuring the effects of an institution's work on its public (outcomes) rather than on the service provided (outputs). The first essay, "Transformed from a Cemetery of Bric-a-brac..." (Stephen E. Weil) describes the "second revolution" that is taking place in the American museum and the shift in focus on the collection as sole resource to the provision of a range of educational and other services available to be used for the accomplishment of a larger public purpose. The essay examines misconceptions and consequences that have emerged as museums cope with this second revolution. The second essay, "Documenting the Difference: Demonstrating the Value of Libraries through Outcome Measurement" (Peggy D. Rudd) describes the United Way's outcome measurement model, illustrating its usefulness for the library setting. In addition to the benefits libraries can gain from outcomes measurement, the essay outlines the potential problems. At the end of the document, a list of selected resources on formal program evaluation methods is provided. (AEF) the number that results when a student is counted once for all courses in which they are enrolled regardless of location. The number decreased slightly from 26,968 in fall 1997 to 26,864 in fall 1998. The report also presents a breakdown of the total college-wide headcount data by race/ethnicity, gender, and age. Campus headcount is the number that results when a student is counted once for each location at which he or she is enrolled in and at least in one course. Dean headcount is the number that results when a student is counted once for each course by Dean area in which they are enrolled regardless of location. FTSE based on 12 semester credit hours is the number that results when the total number or credit hours is divided by 12 which is considered a "full-time" student course load. (A)

ED 448 808 JC 010 079

A Step by Step Guide to Outcomes Assessment in the Connecticut Community Colleges.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Outcomes Assessment; Community Colleges; *Educational Assessment; Educational Objectives; *Evaluation Methods; Instructional Effectiveness; *Outcomes of Education; Two Year Colleges

The report discusses outcomes assessment plans for Connecticut community colleges. It presents a variety of tools for use in assessing course, program, and general education goals. Demonstrations of competence, measures of quality, and justifications of costs have become essential components of institutional effectiveness. A good assessment plan plays a key role in integrating these components, engaging them in the ultimate goal of improving teaching and learning. Assessment plans can help answer important questions: How do programs meet student and community needs? How well do we achieve programs' goals? What evidence should we gather to answer these questions? How do we interpret this evidence? How do we use this information to enhance teaching and learning? Learning outcomes are statements of what a student is expected to be able to do as a result of successfully completing a course. General education outcomes should be stated in terms that tell directly and clearly what all learners fulfilling general education requirements should expect to accomplish. Methods of assessment that provide direct evidence of learning include the following: student work samples; collections of student work/portfolio; capstone projects; laboratory experiments; and course-embedded assessment. For using assessment to enhance learning, the key is understanding how variety is involved in learning. The guide contains Sample Question for Faculty and Staff Survey and Lists of Verbs for Articulating Measurable Outcomes. (Contains 30 references.) (JA)

ED 448 809 JC 010 080

Wild, Nancy
A.C.T. Student Opinion Survey, Spring 1998: Management Report.
PUB DATE- 98
NOTE- 40p.
LANGUAGE- English

through the college curriculum approval process; and (3) courses shall use college-approved textbooks, syllabuses, grading, and standards. The summary indicates that the statewide total number of courses offered to high school students in 1999-2000 was 1,368 and the aggregate student enrollment (unduplicated headcount) was 15,449. In 1999-2000, the number of courses offered were as follows: (1) Cochise County, 37; (2) Coconino County, 8; (3) Graham County, 121; (4) Maricopa County, 948; (5) Mohave County, 0; (6) Navajo County, 182; (7) Pima County, 40; (8) Pinal County, 26; (9) Yavapai County, 6; and (10) Yuma and La Paz Counties, 0. In Maricopa County, which offered the largest number of courses, the most commonly requested classes were composition, health care, calculus, geometry, and Spanish. (JA)

ED 448 829 JC 010 102

Statewide and District Summaries: Report on Academic Performance of High School Graduates (A.R.S. 15-1822), FY 1999-2000.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *College Attendance; College Bound Students; College Freshmen; *Community Colleges; *Enrollment; *High School Graduates; Student Characteristics; Two Year Colleges
IDENTIFIERS- *Arizona

This document provides statewide and district summaries on the academic performance of Arizona high school graduates for 1999-2000. The number of 1998-99 Arizona high school graduates enrolled in the ten Arizona community college districts was 17,024. First term average GPA (Grade Point Average) for all 1998-99 Arizona high school graduates enrolled in Arizona community colleges was 2.3. Maricopa County Community College District had 10,513 high school graduates enrolled, the highest among the ten community college districts. For the ten community colleges in Maricopa district, the report presents various characteristics of the high school graduates enrolled, including the number of graduates enrolled, first term GPA, ethnicity, continuation status in spring, and the level of first English and math course. (JA)

ED 448 830 JC 010 103

Mahoney, James R., Ed.; Barnett, Lynn, Ed.
The Learning Edge: Advanced Technological Education Programs at Community Colleges.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Educational Legislation; Higher Education; Program Effectiveness; *Science Education; *Technological Advancement; *Technology Education; Two Year Colleges

This book is one of several supported by a National Science Foundation (NSF) grant to the American Association of Community Colleges. It reviews the first seven years of the Advanced Technological Education (ATE) program by showcasing activities,

NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Community Colleges; *Education Service Centers; *Educational Facilities; Health Services; Learning Resources Centers; Library Services; *Student Personnel Services; Trend Analysis; Two Year Colleges
IDENTIFIERS- *Glendale Community College CA

This annual report summarizes the college services activities of Glendale Community College (California) during the 1999-2000 academic year. The document describes changes and accomplishments in the following service areas: (1) Admissions and Records; (2) College Services Division; (3) Disabled Students' Programs and Services; (4) Extended Opportunity Programs and Services; (5) Financial Aid; (6) Health Center; (7) Library and Learning Resources; (8) Student Affairs; and (9) Student Services. During the 1999-2000 academic year, the Disabled Students' Program served a record of 1,681 students; 479 new students were admitted to the Extended Opportunity Program, and 174 continuing students successfully completed program graduation requirements; the Financial Aid Office administered over $9,400,000 in student aid to 7,281 students; and a total of 34,267 services were provided by the Health Center staff. Student contact hours in the library were 170,918, in addition to 4,697 student contact hours for the instructional workshops. The Learning Center reports a 269 percent increase in student contact hours over a period of four years. (KS)

ED 448 851   JC 010 130

Hammond, Ron J.; Knight, Austin L.
Introduction to Sociology (SOC 1010) Telecourse Report for Years 1997-2000.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Course Evaluation; Curriculum Development; *Distance Education; Enrollment Trends; Higher Education; *Participant Satisfaction; Sociology; *Student Surveys; *Telecourses
IDENTIFIERS- *Utah Valley State College

This report is based on the results of student surveys collected during the years 1997 to 2000 from students who took the Introduction to Sociology telecourse at Utah Valley Community College. With a response rate of 45 percent, 231 students completed the survey. The survey was designed to (1) track enrollments; (2) provide a value-added measure in the posttest quiz; (3) assess the students' overall course rating; (4) assess student ease in taking this telecourse in comparison to a traditional course; (5) assess the teacher; (6) assess student self-reported gains; (7) explore student motivation; (8) assess student propensity to refer this course to friends; (9) gain some direction for improvement and further development by assessing what students liked least about it; and (10) explore the sources used by students to learn about the course's availability. Course enrollments were steady, serving a total of 517 students during the four years examined. The majority of students rated the course as either excellent (45%)

the gap; (4) creating and using cost-accounting/decision-support software; (5) using intermediaries to improve data collection and streamline administration; and (6) sharing data among agencies. Part 4 discusses issues that the early childhood field will face as it moves into the future. (KB)

ED 448 870 PS 029 092

Knitzer, Jane
Using Mental Health Strategies To Move the Early Childhood Agenda and Promote School Readiness. Starting Points: Meeting the Needs of Our Youngest Children.
PUB DATE- 00
NOTE- 21p.; For related Starting Points documents, see PS 028 922 and PS 029 090-095.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Child Health; Consultation Programs; *Delivery Systems; Early Childhood Education; Emotional Development; Home Visits; *Mental Health; *Mental Health Programs; Program Descriptions; *School Readiness; State Programs; *Well Being; Young Children
IDENTIFIERS- State Role

Noting that many young children are excluded from child care settings because of their behavior and that early emotional and behavioral problems are often ignored or misidentified, this issue brief highlights emerging strategies to promote the emotional wellness of young children and their families, including those most at risk. The brief further focuses on strategies to enhance the skills of the families and other caregivers who nurture and support young children and to ensure that those who need specialized services get them. The brief describes a number of initiatives developed across the nation, with an emphasis on two Starting Points sites, San Francisco and Vermont. The key strategies discussed include: (1) developing mental health consultation for child care and early learning programs; (2) enhancing mental health support for home visiting programs; (3) promoting healthy relationships in the context of early health care; and (4) promoting emotional wellness of young children and their families through a statewide approach. (KB)

ED 448 871 PS 029 093

Hostetler, Janet
Voices of Experience: A Catalogue of Resources from the Starting Points Sites. Starting Points: Meeting the Needs of Our Youngest Children.
PUB DATE- 00
NOTE- 45p.; For related Starting Points documents, see PS 028 922 and PS 029 090-095. With assistance from Richard May and Cheryl Glover.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Catalogs; Child Health; *Day Care; *Early Childhood Education; Early Intervention; Educational Quality; *Partnerships in Education; Program Descriptions; *Resource Materials; State Programs; Young Children
IDENTIFIERS- Day Care Quality; Family Support

The Starting Points State and Community Partnerships for Young conflict. In using conflict management procedures, teachers should guide children from high level mediation, to low level mediation, to child-negotiation. The teacher should also model and teach a consistent conflict management strategy involving a 5-step mediation process. A comprehensive approach is necessary for children with strong unmet needs. For teachers to use guidance effectively, they must build and maintain a personal and professional support system. (KB)

ED 448 890 PS 029 115

Baker, Spencer R.; McGee, Zina T.; Mitchell, Wanda S.; Stiff, Helen Randolph
Structural Effects on Academic Achievement of Adolescents.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adolescents; Community Characteristics; Educational Environment; Family Environment; Grade 8; *Influences; *Junior High School Students; Junior High Schools; Parent Student Relationship; *Performance Factors; Socioeconomic Status; Teacher Student Relationship
IDENTIFIERS- Virginia

Extensive research has been conducted on numerous factors influencing the academic achievement of school children. While many studies have emphasized individual factors to explain differences in social behavior and academic achievement, others have examined macro-level factors, including those addressing the role of parental socioeconomic status. The cumulative influences of structural factors on academic achievement, however, have not been adequately explored. Studies linking community, school, and family factors to academic achievement are particularly relevant in light of research stressing the importance of structural factors on adolescent development and the national movement to reform public schools. Using data derived from the Virginia Department of Education's Outcome Accountability Project, the present study addressed the influences of community, school, and family structural factors on academic achievement of eighth-grade students as measured by composite scores on the Iowa Test of Basic Skills (ITBS). Using hierarchical linear regression to model indicators of these structural factors, a total of 65 percent of the variance was accounted for in adolescent academic achievement at the school district level. Socioeconomic status demonstrated the strongest relationship with the outcome variable of the ITBS composite score. The results of this study warrant further investigation. (Author/HTH)

ED 448 891 PS 029 116

Baker, Brenda; Familia, Yahaira; Gifford, Amy; Knowlton, Gretchen; Matakis, Brian; Olson, Melissa; Owens, Tracy; Zasadny, Julie
Illinois Kids Count 2001: Envisioning the Future.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 00
NOTE- 265p.; For 1999-2000 report, see ED 437 204.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; Births to Single Women; Child

MacArthur Foundation, Chicago, IL.; Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Robert Wood Johnson Foundation, Princeton, NJ.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 00
NOTE- 36p.; Additional funding provided by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; Early Childhood Education; *Employed Parents; Family Characteristics; Family Financial Resources; *Low Income
IDENTIFIERS- *Child Care Costs; Child Care Needs

This report uses a recent survey--the 1997 National Survey of America's Families, or NSAF--to look at the child care expenses of working families with children under age 13. The report begins by describing child care expenses of America's families at the national level and then turns to analysis of 12 focal states. For both the national-level and state-level analyses, three aspects of expenses are examined: the percentage of working families paying for child care, the average expenses among those that do pay for care, and the average percentage of earnings paid for child care. These three aspects of child care expenses are examined for all families overall and for three particular groups of families: those with younger versus older children, single-parent versus two-parent families, and families with different earnings levels. Among the findings at the national level are the following: about half of all working families with children under age 13 paid for child care in 1997; the average monthly expense among those paying for care was $286, about 9 percent of their earnings; these figures vary significantly by family characteristics. Among the findings at the state level are the following: in each of the NSAF states, about half or slightly more than half of all working families with children under 13 paid for child care; for those families that paid for child care, there are large differences in the average expense in dollar terms: from $209 in Mississippi to $370 in Massachusetts, compared with the national average of $286; when expenses are examined as a percentage of earnings in order to adjust for differences in earnings levels across the states, there is much less cross-state variation, with most states not significantly different from the national average of 9 percent of earnings. Overall state-level findings mask some significant variations when different groups of families are examined separately. National and state findings indicate that child care expenses are a particular concern for families with younger children, single-parent families, and families with low earnings. The report's appendix presents data for additional groups of families not discussed in the text. (HTH)

ED 448 908 PS 029 133

Ehrle, Jennifer; Adams, Gina; Tout, Kathryn
Who's Caring for Our Youngest Children? Child Care Patterns of Infants and Toddlers. Occasional Paper Number 42. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg

Noting that the German educational reform movement has deviated significantly from the international norm with its emphasis on progressive education and open instruction reminiscent of the 1960s, this study examined the elementary school reform movement in Germany, using analytical frameworks drawn from policy analysis and sociological theory, to identify reasons for this deviation. Information on the German school system provided the educational context for the study. The methodology involved qualitative case study methods and was limited to states comprising the former West Germany. Data were collected from various states in fall 1996 and spring 1997 and from the Internet in summer 1999, including interviews with educators and government officials, observations conducted in schools, educational documents, and position statements of educational, professional, and governmental organizations. The findings suggest that the policy agenda of the elementary education reform movement is rooted in a dual discourse: one political and related to the mistreatment of teachers and low esteem in which elementary education is held in Germany, and the other, pedagogical and related to perceived deterioration in family life and corresponding childhood psychological problems. Data suggest that few of the political reforms have been adopted and the implementation of pedagogical reforms appears to be limited and spotty, suggesting that leaders have failed to convince either politicians or classroom teachers. Evidence further suggests that elementary reform has support in the education ministries, but that considerable opposition to its program exists among politicians eager to save money and among skeptical grassroots educators. (Contains 50 references.) (KB)

ED 448 925 PS 029 155

Thomas, Nancy G., Ed.
Social Policy Report, 1999.
PUB DATE- 99
NOTE- 98p.; Published quarterly. Volume XIII, Number 4 was edited by Lonnie Sherrod.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Children; Elementary Secondary Education; *Fathers; *Information Dissemination; Parent Child Relationship; Partnerships in Education; Periodicals; Prevention; *Program Evaluation; *Public Policy; Research; School Community Relationship; *Service Learning; Violence; Youth Programs

This document is comprised of the four 1999 issues of a publication providing a forum for scholarly reviews and discussion of developmental research and its implications for the social policies affecting children. The topics of the issues are: (1) "Beyond 'Giving Science Away': How University-Community Partnerships Inform Youth Programs, Research, and Policy" (Jill Denner, Catherine R. Cooper, Edward M. Lopez, and Nora Dunbar); (2) "Perspectives on Father Involvement: Research and Policy" (Catherine S. Tamis-LeMonda and Natasha Cabrera); (3) "Evaluating the Effectiveness of School-Based Violence Prevention: Developmental Approaches" (Christopher C. Henrich, Joshua L. Brown, and J. Lawrence Aber); and (4) "Service Learning: Who Benefits and Why" (Arthur A. Stukas, Jr., E. Gil Clary, and Mark Snyder). Each issue contains references. (KB)

ED 448 926 PS 029 156

Graham, James A.; Sell, Marie A.
Episodes of Pragmatic Behaviors in Parent-Child Interactions.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alaska Natives; American Indian Education; *Cultural Education; Culturally Relevant Education; Curriculum Guides; *Eskimos; *Experiential Learning; Field Trips; Nonformal Education; Outdoor Education
IDENTIFIERS- *Alaska (Chevak); *Eskimo Culture; Indigenous Knowledge Systems; Subsistence Lifestyle; Yupik Eskimos

The Cup'ik people are a group of Yup'ik Eskimos who live in southwest Alaska. This curriculum aims to enhance Cup'ik students' interest in their own culture by making that culture a part of their daily activities; to teach students to practice the traditional Cup'ik respect for elders, fellow students, and others in the community; and to teach traditional skills for surviving in the Alaskan tundra. An introduction briefly discusses the Cup'ik way of life, traditional rules of cooperation, and the importance of field trips to traditional Cup'ik sites. Such trips allow students to appreciate and understand their cultural way of life and internalize the stories told by the elders. There are three lessons: the land and waters, the history of the Cup'ik people, and the Cup'ik way of life (traditional hunting and fishing practices and the subsistence lifestyle). The history lesson compares the Cup'ik traditional history with modern anthropological theories of Cup'ik history and describes seasonal celebrations and festivals. Each lesson contains a lesson outline, general objectives, related activities, and a general description of the outlined items. Underlined words in the paper text indicate where links to additional information are in the Internet version. Also, in the Internet version, one can hear the pronunciation of the underlined words in the glossary by clicking on them. (TD)

ED 448 944 RC 022 147

Interim Evaluation of the DIAND Youth Strategy. Project 96/26.
PUB DATE- 97
NOTE- 83p.; Also available in French.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Indian Education; *Canada Natives; *Career Exploration; *Cooperative Education; Education Work Relationship; Foreign Countries; Program Effectiveness; Program Evaluation; *Program Implementation; Summer Programs; *Summer Science Programs; Technology Education; Tribally Controlled Education; Work Experience Programs; Youth Programs
IDENTIFIERS- *Canada; Department of Indian Affairs N Devel (Canada)

In 1996, the Department of Indian Affairs and Northern Development (DIAND) Youth Strategy introduced summer career placement programs, science and technology camps, and cooperative education programs for First Nations and Inuit youth in Canada. This evaluation focuses on the initial year of implementation, and is based on 100 telephone interviews and community visits with First Nations stakeholders, and interviews and visits to DIAND headquarters and regional offices. Programs were administered by DIAND, First Nations and Inuit organizations, or a combination of those two approaches. First Nations and Inuit administration was the most effective due to expertise in youth programming, use of existing infrastructure, and less time and money spent on administration. Students were exposed to a wide range of sectors, where they acquired basic job skills and increased

Howley, Craig B.
School District Size and School Performance. Rural Education Issue Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Equal Education; Poverty; *Rural Schools; School District Reorganization; *School District Size; *School Districts; School Effectiveness; School Size; *Socioeconomic Influences
IDENTIFIERS- Small School Districts

This digest looks at school district size and its possible relationship to school performance, defined here as aggregate achievement of a school's students on state-mandated tests. An overview of size issues briefly discusses class size, school size, district size, and organizational "scaling" or coordination of various levels of size. Historical changes in school district size for 1937-97 are examined, followed by current variation in district size by rural/urban and nonmetropolitan/metropolitan locale categories. The predominance of smaller school districts in all locale categories and the concentration of larger districts in certain states are pointed out. Research in California, West Virginia, Georgia, Montana, Ohio, and Texas is reviewed indicating that the negative influence of socioeconomic status on academic performance is reduced in smaller schools and school districts, often dramatically. In impoverished communities, small schools in small districts boosted school performance. In addition, smaller districts and smaller schools demonstrated greater achievement equity. Implications for district consolidation decisions, research needs, and policy analysis needs are discussed. (Contains 49 notes.) (SV)

ED 448 962		RC 022 720

Prakash, Madhu Suri; Esteva, Gustavo
Escaping Education: Living as Learning within Grassroots Cultures. Counterpoints: Studies in the Postmodern Theory of Education, Vol. 36.
PUB DATE- 98
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Acculturation; American Indian Education; *Colonialism; Cultural Maintenance; *Culture Conflict; Developing Nations; *Educational Philosophy; Elementary Secondary Education; Free Enterprise System; Higher Education; *Indigenous Populations; Lifelong Learning; *Nonformal Education; Postmodernism; Quality of Life; Role of Education; Rural Areas; Self Determination; *World Views
IDENTIFIERS- Deschooling; Globalization; *Indigenous Knowledge Systems; Oppression; Sense of Community; Subsistence Lifestyle

This book challenges the modern certainty that education is a universal good and a human right and celebrates the well-being still enjoyed in the commons and cultures of people living at seven-book series that provides an overview of current research on multigrade instruction, identifies key issues teachers face in a multigrade setting, and offers a set of resource guides for multigrade teachers. Book 1 synthesizes research findings that compare multigrade and single-grade elementary classrooms with regard to various cognitive and noncognitive outcomes. Quantitative studies of academic achievement and student attitudes indicate that the multigrade classroom does not negatively affect students' academic performance, social relationships, or attitudes. Multigrade students do particularly well on measures of student affect. Qualitative studies of multigrade classrooms point to principal leadership, teacher beliefs, school climate, and sufficient time and money as essential ingredients for success. A table outlines what teachers and administrators need to know about multigrade instruction, and steps are listed for setting up multigrade classrooms. Classroom, school, and sociocultural factors unique to rural, small schools are listed. Studies involving multigrade instruction are reviewed. Key variables affecting multigrade teaching and administrative concerns are identified. (Contains 67 references.) (SV)

ED 448 979 RC 022 770

Vincent, Susan, Ed.
The Multigrade Classroom: A Resource Handbook for Small, Rural Schools. Book 2: Classroom Organization.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Institute of International Education, New York, NY.
PUB DATE- 99
NOTE- 37p.; Based on a 1989 publication of the same name by Bruce A. Miller. For related books in the series, see RC 022 770-775. Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Class Organization; *Classroom Design; Classrooms; *Design Requirements; Educational Environment; Elementary Education; Learning Activities; *Multigraded Classes; Small Schools; Space Utilization

In multigrade instruction, children of at least a 2-year grade span and diverse ability levels are grouped in a single classroom and share experiences involving intellectual, academic, and social skills. "The Multigrade Classroom" is a seven-book series that provides an overview of current research on multigrade instruction, identifies key issues teachers face in a multigrade setting, and provides a set of resource guides for multigrade teachers. Book 2 offers guidelines for classroom organization that will accommodate the multiple activities occurring in the multigrade classroom. An activity centers approach to classroom design is outlined that designates classroom areas for specific purposes. General considerations during planning include the level of activity and noise likely to occur during different learning activities, use of visual barriers to define activity centers, placement of teacher and student resources, traffic patterns, age and physical size differences among students, and storage of student belongings. The teacher must be prepared to explain the room arrangement to students and parents. A list of questions clarifies classroom

Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Secondary Education; Energy; Foreign Countries; Junior High Schools; Matter; Middle Schools; Science Curriculum; *Science Instruction; *Thermodynamics

IDENTIFIERS- United Kingdom

The research is concerned with investigating children's understanding of physical, chemical, and biological changes while using an approach developed by the project Energy and Change. This project aimed to provide novel ways of teaching about the nature and direction of changes, in particular introducing ideas related to the Second Law of Thermodynamics in a way accessible to pupils aged 11 upwards. To accomplish this, the project developed an abstract picture language, through which the scientific story is told. An intensive study of the learning of a number of different groups of pupils was undertaken, based on records of their written work, observational notes of lessons, and small group interviews. The interviews were carried out at intervals throughout the teaching program in order to follow in a systematic way the development of pupil's ideas. This paper follows the progress of two groups of four 12-year-old pupils over a period of eight months. The abstract picture language and the teaching approach aim to provide a coherent and systematic account of the fundamental nature of all changes. The analysis reveals some of the issues which are involved in understanding the nature and causes of change and how this understanding can be fostered. (Contains 29 references.) (Author/YDS)

ED 448 998 SE 063 893

Appleton, Ken; Kindt, Ian

How Do Beginning Elementary Teachers Cope with Science: Development of Pedagogical Content Knowledge in Science.

PUB DATE- 99

NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Beginning Teachers; Elementary Education; *Elementary School Teachers; Foreign Countries; Hands on Science; Higher Education; *Pedagogical Content Knowledge; Preservice Teachers; Science Activities; Science Instruction; Thematic Approach

IDENTIFIERS- *Australia

In this paper the development of science pedagogical content knowledge (PCK) in elementary teachers is considered, with a particular focus on beginning teachers. Explored is a conceptualization of the development of science pedagogical content knowledge in elementary teachers which emerged from two studies. The first examined the science teaching practices of beginning elementary teachers, while the second explored elementary teachers' understanding and use of "activities that work" in science. The paper emerged from consideration of how some elementary teachers in our studies, who lack science content knowledge, generate PCK to enable them to teach science. The main tenet of the model of PCK development is that "activities that work" become a substitute for science content knowledge and PCK. A number of implications for elementary

Holzer, Siegfried M.; Andruet, Raul H.
Learning about Trusses with Multimedia.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998). Figures may not reproduce well. Funding given to SUCCEED, a coalition of eight schools and colleges working ot enhance engineering education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Building Design; *Engineering Education; Higher Education; Mechanics (Physics); *Multimedia Materials; Prefabrication; Science Activities; Science Instruction

The researchers are developing a learning environment in the subject area of statics that includes physical models, interactive multimedia, traditional pencil-and-paper activities, and cooperative learning in the framework of experiential learning (Kolb, 1984). They are using Authorware Professional to construct the multimedia program. The researchers taught a section of statics in this format, which now includes topics from mechanics of materials, for the third time in the fall of 1997 to students in architecture. This paper describes briefly the learning environment (Holzer and Andruet, 1998) and illustrates how students are guided to learn about trusses. Twenty-three figures from the multimedia program make up the majority of the document. (Author/SAH)

ED 449 022 SE 064 384

Akamatsu, Janio Itiro; Torres, Germano Lambert; Origa de Oliveira, Luiz C.; Loyolla, Waldomiro
A Cooperative Project for Electrical Engineering Education at UNESP--Sao Paulo State University.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Meeting of the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998). IBM Brazil sponsored the project.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Technology; *Engineering Education; Foreign Countries; Higher Education; *Multimedia Materials; *Program Descriptions; Science Education; *World Wide Web
IDENTIFIERS- Brazil

UNESP--Sao Paulo State University--is a successful experiment at the Multicampus University in Brazil, maintaining intense and diversified education activities in the most developed state of the Federation, the Sao Paulo State. The multicampus structure that consists of 15 university campuses and two advanced ones, distributed throughout the State of Sao Paulo, has permitted UNESP to realize an experiment in the decentralization of high-quality public education. In the area of engineering education, this university has three Engineering Colleges located at the cities Guaratingueta, Bauru, and Ilha Solteira. The three Electrical Departments at the campuses have been in a permanent process of transformation, constantly improving engineering education. These departments started in March 1997 as a

ED 449 044 SE 064 546

Tapia, Martha; Marsh, George E., II
Effect of Gender, Achievement in Mathematics, and Ethnicity on Attitudes toward Mathematics.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; Foreign Countries; High Schools; *Mathematics Achievement; Mathematics Education; Measures (Individuals); *Sex Differences; *Student Attitudes

The effects of gender, math achievement, and ethnicity on attitudes toward mathematics were examined using an inventory called Attitudes toward Mathematics Instrument (ATMI). The inventory was completed by 545 students at a college preparatory bilingual school in Mexico City. Data were analyzed using a multivariate factorial model with four factors of Math Attitude as dependent variables (self-confidence, value, motivation, and enjoyment of mathematics) and three independent variables (gender, math achievement, and ethnicity). Multivariate analysis of variance was performed. There was an overall significant effect of gender on two of the factors of ATMI. Male students scored higher than female students on self-confidence and value. Letter grade was significant, with "A" students scoring higher than others on all four factors of the ATMI. A similar relationship of letter grade to factors was found in the hierarchy from "B" through "F" students. Failing students scored lowest on self-confidence, motivation, value, and enjoyment. There was an overall significant effect of ethnicity on three factors. Mexican students scored significantly higher than American students on self-confidence, value, and enjoyment. Students with dual citizenship--students who had one American parent--scored higher than Americans with no other citizenship on the value of mathematics. (Contains 30 references.) (ASK)

ED 449 045 SE 064 547

Tapia, Martha; Marsh, George E., II.
Attitudes toward Mathematics Instrument: An Investigation with Middle School Students.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; Foreign Countries; Grade 7; Grade 8; *Mathematics Education; *Measures (Individuals); Middle School Students; Middle Schools; *Student Attitudes

The purposes of this study were to: (1) develop a measure of students' attitudes toward mathematics, the Attitudes Toward Mathematics Inventory (ATMI); and (2) find the underlying dimensions of the inventory by testing 262 middle school students at a bilingual college preparatory school. Data were collected from intact 7th and 8th grade mathematics classes. The inventory has 49 items. Students were asked to indicate

DESCRIPTORS- *Citizenship Education; *Classroom Techniques; *Critical Thinking; Elementary Secondary Education; *Social Studies; Theory Practice Relationship
IDENTIFIERS- *Critical Pedagogy; *Educational Issues; Praxis; Teaching Perspectives; Transformative Curriculum; Transformative Education

What is social studies but the preparation of an active, informed, and critical citizenry? Primarily, the social studies should not rely on memorizing questionable "facts," but should focus on transformative approaches that allow critical analysis and problem solving on issues within history, government, and economics. Noting that elementary social studies has been relegated to add-on curriculum and that secondary social studies is traditional to the point of becoming meaningless, this book contends that if educators and parents are truly interested in a citizenry capable of critical thinking, problem solving, and active involvement, then new approaches must be encouraged. This book suggests a transformation of social studies education. Its 22 chapters offer a critical perspective toward a variety of issues in social studies education, including constructivism, technology integration, teacher education, multiculturalism, and inquiry learning. Chapters present critical analysis of an issue and ideas for practical application. Contains an afterword and a selected bibliography. (BT)

ED 449 069   SO 032 335

Indiana Academic Standards 2000 for Visual Art, Grades K-12.
PUB DATE- 00
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Art Activities; *Art Expression; *Discipline Based Art Education; Elementary Secondary Education; Integrated Activities; *State Standards; Student Educational Objectives; *Visual Arts
IDENTIFIERS- *Indiana; National Arts Education Standards

Academic standards listed in this guide are based upon national standards as well as a discipline-based art education approach. They are presented and articulated for each grade level from kindergarten through grade 8. They are presented by course or art medium in grades 9-12 to represent the organization of most high school art courses. The guide organizes standards in grades 9-12 by proficient and advanced levels. The guide states that a comprehensive visual arts education will include acquisition of knowledge and development of skills according to the following standards: (1) "History," students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues; (2) students recognize significant works of art and understand the chronological development of art movements; (3) "Criticism," students describe, research, and interpret works of art and artifacts; (4) students identify and apply criteria to make informed judgments about art; (5) "Aesthetics," students reflect on and discuss the nature of art and aesthetic issues; (6) students theorize about art and make informed judgments; (7) "Production," students observe, select, and utilize a range of subject matter, symbols, and ideas in their work; (8) students understand and apply elements and principles of design effectively in their work; (9) students develop and apply skills using a variety of two- and

Education; *Simulation; Small Group Instruction; Social Studies; United States Government (Course)
IDENTIFIERS- Fourth Amendment; Legal Procedures; National Civics and Government Standards; National Social Studies Standards; *Supreme Court; *United States Constitution

Every year the Supreme Court hears dozens of cases related to key constitutional issues. These cases can be used to teach enduring concepts in government and law. With this lesson plan, students learn about important concepts in Fourth Amendment law and stage a mock Supreme Court oral argument in small groups on a case decided in the 1999-2000 term. The lesson plan provides an overview, educational objectives, links to both civics and social studies standards, materials needed, handouts, and step-by-step classroom procedures. (BT)

ED 449 091 SO 032 466

The Function of and Qualifications for Jury Service: A Lesson Plan for High School Law-Related Educators To Support "Understanding the Federal Courts."
PUB DATE- 00
NOTE- 8p.; For related documents on federal courts, see SO 032 462-468.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; *Civil Liberties; *Court Litigation; *Federal Courts; High Schools; *Juries; Law Related Education; *Legal Responsibility; Social Studies; United States Government (Course)
IDENTIFIERS- National Civics and Government Standards; National Social Studies Standards; *United States Constitution

One of the most important ways that individual citizens become involved in the federal judicial process is by serving on a jury. Jury service is one of the few legal responsibilities citizens in the United States have to their government. Though some people complain about the imposition of serving on a jury, many find that their service gives them unique insights into the judicial process and an unusual opportunity to deliberate with others on weighty questions of law and evidence. With this lesson plan, students learn the difference between a trial jury and a grand jury and complete a brief activity that tests their understanding of juror qualifications and exemptions. The lesson provides an overview, educational objectives, links to both civics and social studies standards, materials needed, handouts, and step-by-step classroom procedures. (BT)

ED 449 092 SO 032 467

Judicial Independence: An International Comparison Service. A Lesson Plan for High School Law-Related Educators To Support "Understanding the Federal Courts."
PUB DATE- 00
NOTE- 10p.; For related documents on federal courts, see SO 032 462-468.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; *Civil Liberties; Comparative Analysis; *Court Litigation; *Court Role; Federal Courts; Foreign Countries; High Schools; *Judges; *Law Related Education; Social Studies; United States Government (Course)

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- Architecture; Art Activities; *Art Appreciation; *Art Education; Art History; Artists; Creative Art; Humanities; Interdisciplinary Approach; Multicultural Education; Painting (Visual Arts); Sculpture; Secondary Education; Social Studies; Studio Art; Visual Arts

This resource kit, for secondary teachers of art, social studies, and the humanities, presents an art appreciation activities program that spans the visual art history of the United States. The kit is organized into nine chronological sections that follow the history of art in the United States: (1) Native American Art (prehistory to the present); (2) Colonial Art (1660-1750); (3) Revolutionary Art (1750-1800); (4) Period of Expansion (1800-1870); (5) Turn of the Century (1870-1900); (6) Early Twentieth Century (1900-1920); (7) Art Between the Wars (1920-1940); (8) Abstract Expressionism and Pop Culture (1945-1965); and (9) Late Twentieth Century (1965-present). The kit features 40 museum quality, full-color slides with a complete slide script for use with the lesson plans; 80 ready-to-use art history lesson plans that provide technique suggestions, material lists, and background information; 80 ready-to-use student art history projects with step-by-step instruction sheets; and 38 reproducible student handouts, including "The Elements and Principles of Art," time-lines for each period, overviews, and lists of artists. (BB)

ED 449 115 SO 032 527

Pinhey, Laura A., Ed.
Resources on Four Trends in the Social Studies.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Citizenship Education; Civics; Elementary Secondary Education; Law Related Education; *Service Learning; *Social Studies
IDENTIFIERS- *Character Education; ERIC Digests

This volume is a compilation of annotated bibliographies on four current popular trends in social studies education: (1) renewal of democratic purposes in social studies education; (2) service learning; (3) deliberation about public issues; and (4) character education. The bibliographies are drawn from the Educational Resources Information Center (ERIC) database of education-related literature. In addition to the bibliographies, the volume includes ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS) Digests on related topics, an introduction, an overview of the four trends, and three appendixes on obtaining documents from and submitting documents to the ERIC database. (BB)

ED 449 116 SO 032 538

Rosen, Louis
School Violence Prevention Demonstration Program: Report on Year One, 1999-2000 School Year.

Disabilities in General Education Classrooms" (Michael F. Giangreco and Mary Beth Doyle); and (4) "Collaboration as a Tool for Inclusion" (Marshall Welch). Part 2, "The Casebook," presents 14 personal cases: (1) "One Parent's Struggle for Inclusion" (Karen Hahne); (2) "The Dialogue That Might Be Silencing" (Janine T. Remillard); (3) "Teachers' Attitudes toward ESL Students and Programs" (Mary Anne Schmidt); (4) "Overcoming Cultural Misunderstandings" (Sione Ika); (5) "Tragedies and Turnarounds" (Linda Nesi); (6) "Small Victories: Pedro's Story" (Carminda Ranches with Judy Zone); (7) "Reading in Biology Class" (Elizabeth B. Moje); (8) "When She's Ready, She'll Catch Up" (Wendy Besel Hahn); (9) "'We Are Chauvinists': Sexual Entitlement and Sexual Harassment in a High School" (Karen Jones); (10) "Help, with Strings Attached" (Emma Magleby); (11) "In the Best Interests of the Child" (Heather Bonn and Bill Bonn); (12) "Building an Inclusive School: Vision, Leadership, and Community" (Bonnie Reynolds, Lisa Foster, and Sue McGhie); (13) "Inclusion for All? Dilemmas of a School's Move toward Inclusion" (Lou Chestnut); and (14) "Conflicts in Collaboration" (Suzanne E. Wade). (All papers contain references.) (SM)

ED 449 136   SP 039 711

de Carvalho, Maria Eulina P.
Rethinking Family-School Relations: A Critique of Parental Involvement in Schooling. Sociocultural, Political, and Historical Studies in Education.
PUB DATE- 01
NOTE- 164p.; Book originated from a doctoral dissertation, Michigan State University, 1997.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Accountability; Democracy; Educational Policy; Elementary Secondary Education; Equal Education; *Family School Relationship; Homework; *Parent Participation; Parent Role; Parents; Public Education; Social Discrimination

This book addresses the complications and implications of parental involvement in education as a policy. It attempts to explain the origins, meanings, and effects of parental involvement as a requisite of schooling, and particularly as a policy solution for low achievement and even inequity in the American educational system. The four chapters discuss: (1) "The Articulation of Family and School in Educational Policy" (the family as an object of educational policy, the problem, and an analytical approach); (2) "Family-School Interactions: Lessons Learned from Personal Experience" (discovering and rediscovering the problem); (3) "Education and Social Reproduction: The Quest for Equity within Family-School Relations" (family, school, and the democratic ideal; education and social inequality; and educational policy, equity, and the family); and (4) "The Obscure Side of Homework" (origins and recent developments of the homework issue, instructional and social relevance, and the rearticulation of home and school). An epilogue discusses "Perverse Effects of Parental Involvement as Policy: Extending Symbolic Violence to the Family and Weakening the Egalitarian Ideal of Public Education." (Contains 176 references.) (SM)

ED 449 137   SP 039 712

DESCRIPTORS- Elementary Secondary Education; Group Discussion; Self Evaluation (Individuals); *Teacher Attitudes; *Teacher Collaboration; Teacher Responsibility; Teachers
IDENTIFIERS- Learning Communities; Reflective Thinking

This paper describes the development of a framework to better understand how teachers think about and approach instructional practices. Over 1 year, researchers worked with teacher groups in 5 schools, exploring their perspectives, experiences, and understanding about teaching through observations, interviews, journals, and dialogues. The researchers created a framework that described the teachers' many messages and ideas. Four domains organized teachers' thinking: curricular context, assessment and student data use, instructional practices, and professional vision of teaching. Each group had ways of talking and acting that influenced the extent and pace of their discussions. Groups voice quickly suppressed individual teacher views. There were four distinct tensions in how teachers described their work: Who is responsible for student performance? What does it mean to work with other teachers? What is happening in the classroom? and What is the big picture? Individually, teachers identified tensions that connected to tensions noted in group conversations. The tensions related to responsibility, professional culture, and focus on learning. Each tension had many dimensions and polarities. Within these collegial communities, teacher developed their confidence and refocused their practices, moving from habits of thinking mostly about the instructional problem to habits of thinking first about the learner. (Contains 28 references.) (SM)

ED 449 156 SP 039 740

Meyer, Richard J.; Flores-Duenas, Leila; Rossi, Pamela
Methods Courses, So What? Preliminary Findings of a Longitudinal Study.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Meeting of the National Reading Conference (Phoenix, AZ, December 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; Culturally Relevant Education; Disabilities; Diversity (Faculty); Diversity (Student); Educational Research; Elementary Secondary Education; Faculty Development; Higher Education; *Literacy Education; Longitudinal Studies; *Methods Courses; Preservice Teacher Education; *Self Efficacy; *Student Development; Student Teachers; Student Teaching; Teacher Improvement

This study examined influences that preservice literacy teacher education courses and sustained relationships with literacy researchers had on the literacy practices of three preservice teachers during student teaching and their subsequent self-efficacy and performance as literacy teachers during their first teaching years. Data collected during students' literacy methods courses, at their student teaching sites, and early in the first teaching year included: class projects from literacy methods courses; self-evaluations from those courses; interviews; classroom visits during student and beginning teaching; post-visit interviews; focus groups; journals; and research team meeting notes. The research team included four literacy education faculty members. These new teachers faced sources of knowledge that included their pasts as students, their student teaching placement, and what the research team

ED 449 177 TM 032 257

Brooks, Gordon P.; Barcikowski, Robert S.
The Precision Efficacy Analysis for Regression Sample Size Method.
PUB DATE- 99
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; *Effect Size; Monte Carlo Methods; *Regression (Statistics); *Sample Size; *Selection
IDENTIFIERS- *Precision (Mathematics)

The general purpose of this study was to examine the efficiency of the Precision Efficacy Analysis for Regression (PEAR) method for choosing appropriate sample sizes in regression studies used for precision. The PEAR method, which is based on the algebraic manipulation of an accepted cross-validity formula, essentially uses an effect size to determine the subject-to-variable ratio appropriate for the squared multiple correlation expected in a given study. An effort was made to determine how appropriate the sample sizes calculated by the PEAR method are for use with stepwise regression. A Monte Carlo analysis of precision efficacy rates was performed, manipulating effect sizes, predictors, and multicollinearity conditions, and using Turbo Pascal procedures to generate sample data. The PEAR method recommended sample sizes that provided reliable regression coefficients. Higher precision efficacy levels provided more stable coefficients. The use of the PEAR method in stepwise regression analyses proved less conclusive. For orthogonal predictors, the PEAR method did not fail, but as multicolinearity increased, the results were less impressive. Results suggest that for less multicolinear data, precision efficacy levels do not drop dramatically for stepwise analysis. Four appendixes contain figures illustrating the discussion. (Contains 11 tables and 56 references.) (SLD)

ED 449 178 TM 032 258

Brooks, Gordon P.; Barcikowski, Robert S.; Robey, Randall R.
Monte Carlo Simulation for Perusal and Practice.
PUB DATE- 99
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Simulation; *Monte Carlo Methods; *Research Methodology; Sampling
IDENTIFIERS- Type I Errors; Type II Errors

The meaningful investigation of many problems in statistics can be solved through Monte Carlo methods. Monte Carlo studies can help solve problems that are mathematically intractable through the analysis of random samples from populations whose characteristics are known to the researcher. Using Monte Carlo simulation, the values of a statistic are observed in many samples drawn from that known population. The statistic's sampling distribution is then estimated by the relative frequency distribution actually observed in the study. The many

SAT 9 Fairness to Hispanic ELLs: An Examination of the Common Problems Hispanic English Language Learners Face When Taking the Annual Stanford 9 Test in California.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Achievement Tests; Elementary Secondary Education; *English (Second Language); *Equal Education; *Hispanic Americans; *Limited English Speaking; Norm Referenced Tests; *Test Bias; Test Use
IDENTIFIERS- California; *Stanford Achievement Tests

This paper describes some of the issues of fairness for Hispanic English Language Learners (ELLs) taking the Stanford 9 (SAT 9) achievement test, a norm-referenced standardized achievement test administered annually to California students in grades 2-11. Until a student is at ease in English, a process that may take as long as 7 years, an achievement test is really only a crude test of English competence. Some of the items of the SAT 9 may have sloppy or tricky language, and the spelling test is really a test of proofreading. The processing speed of bilingual students may be reduced, and factors such as the lack of familiarity with the test, social and cultural biases, and the evaluation methods used in interpreting the test all enter into the fairness of the testing situation. A chief problem with the SAT 9 is that too many items measure what students have learned at home rather than what has been taught at school. California taxpayers are spending, and possibly wasting, a lot of money on a test that ineffectively assesses students' levels of learning the curriculum. Some ways to make assessment of ELLs more fair are discussed. Until there is a better testing system, parents, teachers, and school and state administrators need to be more creative in assembling resources to give ELLs the opportunity to achieve greater success on the SAT 9. Sample lesson plans and some assessments for elementary school students are attached. (Contains 14 references.) (SLD)

ED 449 200 TM 032 310

Maddahian, Ebrahim
Comparative Analyses of Students' Academic Achievement in Ten Schools Program and Selected Comparison Schools. Publication No. 785.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Black Students; Comparative Analysis; *Disadvantaged Youth; Elementary Education; *Elementary School Students; Hispanic American Students; Program Effectiveness; Program Evaluation; *Reading Instruction; Research Methodology
IDENTIFIERS- *Los Angeles Unified School District CA; *Ten Schools Program CA

The main objective of this evaluation was to compare the achievement of the Ten Schools Program (TSP) students with the achievement of students in comparable schools. Since the original 10 schools selected for the TSP evaluation in 1988 were no longer a proper comparison group, evaluators selected a

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; Research Methodology; Researchers; Social Science Research; *Statistical Analysis
IDENTIFIERS- *Trimmed Means

Researchers in behavioral science have traditionally used "classical" statistics (e.g., mean and standard deviation) in analyzing data and reporting the results of their studies. However, it has been argued that classical statistical methods do not always represent the population well when analyzing sampling data, resulting in reduced statistical significance for many studies. Problems tend to arise when outliers (unusual scores) are drawn from a sample of the population, and distributions are skewed or heavy-tailed. The most common "modern" methods of statistical analysis are "Winsorized" (named after the statistician Charles Winsor) and "Trimmed" means. Both of these modern methods censor the outlying scores of the sample to allow for the mean to characterize the population more accurately. Most researchers, however, are still unaware or have limited knowledge of modern statistics and their benefits. Perhaps new awareness can be attained through a more concrete definition of the differences between "classical" and "modern" statistics. Sole reliance on "classical" methods will continue to reduce the number of statistically significant findings by researchers. (Contains 1 table and 11 references.) (Author/SLD)

ED 449 222 TM 032 367

Homack, Susan R.
Understanding What ANOVA Post Hoc Tests Are, Really.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Variance
IDENTIFIERS- *Post Hoc Tests; Scheffes Contrast Test; Tukeys Test

Many people use post hoc tests but do not completely understand why regular t-tests are not used post hoc or exactly what these tests are doing. This paper makes a direct comparison of Tukey and Scheffe post hoc tests with regular t-tests conducted using a new testwise alpha to make clear that controlling experimentwise error through some kind of Bonferroni-type correction is the basic concept underlying post hoc methods. (Contains 11 references.) (Author/SLD)

ED 449 223 TM 032 368

Bloomer, Richard H.
Focused Process Assessment: The New Measurement for the New Millennium.
PUB DATE- 00
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Hunger and Homelessness. The survey sought information and estimates from each city on emergency food supplies and services, the causes of hunger and homelessness, exemplary programs to address these problems, the availability of affordable housing, and the outlook for the future. Officials in the surveyed cities estimate that during the past year requests for emergency food assistance increased by an average of 17%, with 83% of the cities registering an increase. Sixty-two percent of the people requesting emergency food assistance were members of families. Low-paying jobs led the list of identified causes of hunger. Requests for emergency shelter also increased in 76% of the survey cities. Lack of affordable housing led the list of causes of homelessness identified by city officials. Requests for assisted housing increased in 68% of the cities during the year, but applicants had to wait an average of 16 months for public housing. Officials in 71% of the responding cities expected requests for emergency food assistance to increase, and in 72% of the cities, officials expected requests for emergency housing to increase. City officials continued to have mixed views with respect to the effect the current strong economy is having on problems of hunger and homelessness. Many believe that the strong economy will lead to improved conditions, but others say that the strong economy has made things worse by increasing housing costs. Appendixes contain charts of hunger and homelessness and population survey data, the survey questionnaire, and a list of the survey cities and their mayors. (SLD)

ED 449 245   UD 033 928

Giancola, Susan P.
What Can NELS Tell Us about Adolescent Behavior Problems? (And Vice Versa).
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Behavior Problems; Data Analysis; Longitudinal Studies; National Surveys; *Research Utilization; Secondary Education
IDENTIFIERS- *National Education Longitudinal Study 1988

This research uses the National Education Longitudinal Study of 1988 (NELS) to examine student misbehavior in the context of individual, familial, and institutional influences. The NELS is the third longitudinal study of students and schools conducted by the National Center for Education Statistics, and the NELS surveys encompass not only students but also their parents, teachers, and school administrators. The purpose of the paper is to add to the experiential base of students using data collected by NELS. Latent factor structures of student misbehavior as well as variables that aid in the explanation of student misbehavior were derived through common factor analysis of selected NELS items. Factor structures were tested for internal consistency and generalizability by gender, race, and socioeconomic status. A series of exploratory univariate and multivariate logistic regression models were used to determine risk factors for and protective factors against behavior problems. The NELS project provides a wealth of information with which to study student misbehavior, but it does pose certain limitations, including those of missing data, survey revisions, and survey breadth over depth. It was hypothesized that misbehavior would be distinct from substance abuse in high school, though strongly correlated, but scaling procedures

Hispanic students; using family and community resources; and building firm foundations for postsecondary education. Each section of the book ends with a checklist that educators can use to see how well their schools and districts are meeting the needs of Hispanic students. A final chapter presents lessons learned from experience based on the four methods of serving Hispanic students. The three appendixes present an overview of profiled programs, resources for serving Hispanic students and their families, and additional resources. (Contains 84 references.) (SM)

ED 449 264 UD 033 951

Allen, Mike; Ulrich, Tammie; Trejo, Mary; Bartanen, Michael; Schroeder, Anthony
Diversity in United States Forensics: A Report of Research Conducted for the American Forensic Association.
SPONS. AGENCY- American Forensic Association.
PUB DATE- 00
NOTE- 30p.; Paper presented at the Annual Meeting of the American Forensic Association/National Communication Association (Seattle, WA, November 2000). Funded by a Grant on Diversity in Forensics from the American Forensic Association.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; Debate; *Diversity (Student); Equal Education; *Females; Financial Support; Gender Issues; Higher Education; Institutional Characteristics; *Minority Groups; *Persuasive Discourse; Program Evaluation

This study investigated the participation of women and minorities in the United States forensic community. Surveys sent to a large cross-section of the college and university forensic community examined such issues as: academic mission; funding sources for the forensic program; program evaluation; program size; program activities; program records regarding diversity; evaluation of program diversity; percentage of program participants by gender and ethnicity; and rates of minority participation in program activities. Results indicated that women were well represented as participants in forensic activities, with women having about a 50-percent participation rate. Approximately 25 percent of participants in forensic activities were of non-European descent. The number of minority and women participants was most affected when diversity was used as a criterion for evaluating the program and formal records were kept. Participation rates did not differ when comparing debate, individual events, or mock trial activities. Factors such as the nature of the institution, funding sources, and measures of program success were largely unrelated to the extent of participation by various groups. Urban institutions tended to have higher levels of minority participation. (Contains 57 bibliographic references.) (SM)

ED 449 265 UD 033 952

Playing by the Rules When the System Doesn't: Immigrant Families and Summer School in New York.
PUB DATE- 00
NOTE- 49p.; Joint project of Advocates for Children of New York and the New York Immigration Coalition.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

ED 448 788 IR 057 963

Sheppard, Beverly
The 21st Century Learner.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Access to Information; Change; Information Centers; Information Sources; Innovation; Learning; *Libraries; Lifelong Learning; *Museums; Program Development
IDENTIFIERS- *Information Society; Institute of Museum and Library Services

The profound changes of the 21st century are transforming America into what must become a learning society. Never before have museums, libraries and the whole of the non-formal sector of educational institutions faced such challenges and opportunities. The demand is great for fresh and innovative thinking to construct a bold, new learning network that provides all citizens with access to learning and information. The most pressing challenge for museums and libraries may be to help conceive a new means to provide access to their resources and awareness of their roles in a learning society. A true learning society should provide widespread, integrated, systematic, and equitable access to learning resources and skills. Lifelong learning must be a continuum that complements the formal K-12 educational structure with ongoing opportunities in informal settings, such as museums and libraries, which have historically provided the kinds of learning experiences that are at the core of informal learning. Both museums and libraries are embracing the use of new technologies to reach beyond their walls, breaking through the barriers of time, economy and physical disability. In partnership, museums, libraries and others can address the digital divide and create a flexible learning ecosystem, a community campus of resources for all. Access to technology is the one part of an equitable learning society. The Institute of Museum and Library Services believes it is time to galvanize the resources of museums and libraries, in partnership with other stakeholders in lifelong learning, to construct new and more dynamic frameworks for learning, creating infrastructures that bring content and delivery systems together in fresh combinations. Sidebars highlight innovative programs from different states, illustrating how effectively museums and libraries are addressing the needs of a learning society. (AEF)

ED 448 789 IR 057 964

Directory of Michigan Libraries, 2000 thru 2001.
PUB DATE- 01
NOTE- 180p.; For the 1999-2000 Directory, see ED 437 975.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Libraries; Branch Libraries; Depository Libraries; Elementary Secondary Education; Higher Education; *Libraries; Library Associations; Library Networks; *Library Services; Public Libraries; Regional Libraries; Special Libraries; State Libraries
IDENTIFIERS- Michigan

This directory provides information about various types of Michigan libraries. The directory is divided into 13 sections:

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Program Effectiveness; Self Evaluation (Groups); *Student Attitudes; *Student Surveys; Two Year College Students; Two Year Colleges

The report summarizes the findings of a student opinion survey on a variety of subjects at Rogue Community College (RCC) (Oregon). Results of the survey provide broad insight into the strengths and weaknesses of the college's programs, services, and image. Results are analyzed by RCC as a whole and Redwood Campus (Grant Pass) versus Riverside Center (Medford). Comparisons are also made with Oregon community colleges in the aggregate. In naming major reasons for selecting RCC, more than two-thirds (68%) of the students selected the college for its convenient location. More than half of the students also listed having the courses they wanted and the low cost of attending as major reasons. More than seven out of ten students say RCC was their first college of choice. In terms of ratings of the 18 services and programs evaluated, students are happiest with financial aid services (47%), tutorial services (44%), and computer lab services (41%). Students are least pleased with recreational and intramural programs (only 8% very satisfied). Nearly nine out of ten students strongly agree or agree that RCC exhibits general college and classroom environments that are welcoming and fair to all students. (Contains 13 tables, sample summaries, and questionnaire. (JA)

ED 448 810 JC 010 081

Eisenberg, Barry S., Ed.
Studying Mind-Body Health at Community Colleges: Toward a Comprehensive Understanding of Health.
PUB DATE- 95
NOTE- 56p.; Prepared with funding from the Fetzer Institute.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *College Curriculum; *Community Colleges; *Curriculum Design; Educational Trends; Futures (of Society); *Health; *Sociocultural Patterns; Two Year Colleges
IDENTIFIERS- *American Association of Community Colleges

This publication addresses the field of mind-body health and examines ways in which the study of connections between our minds and bodies might be integrated into the community college curriculum. It includes suggestions for community college leaders; offers three background papers that introduce and elaborate on the meaning of mind-body health and that provide the results of a nationwide survey on the current status of mind-body studies on community college campuses and the degree of community college interest in this field for future; and provides a listing of mind-body health resources. Community colleges have traditionally responded in timely, innovative ways to the educational needs of the citizens they serve. Growth in public awareness of the possibilities that mind-body health presents, when juxtaposed with a striking lack of public information and education about the field and its evolving knowledge base, offers the community college the kind of challenge it is accustomed to meeting. Through the range of ways in which it delivers education--academic disciplines, community services, and continuing education--community colleges can help the members of their respective communities understand what mind-body health is, how it can complement traditional medicine, and what options it offers them. (JA) partners, and achievements at 13 colleges. When Congress enacted legislation in 1993 establishing the ATE program, America's community colleges became the focus of a NSF effort to improve the nation's technological workforce. NSF's Division of Undergraduate Education and Division of Elementary, Secondary, and Informal Education jointly manage the ATE program. The aims of the ATE program are to improve advanced technology education, create models for other institutions, ensure that students gain strong backgrounds in mathematics and science, and generate educational products that can be applied nationwide. From its inception through the end of fiscal year 1999, the ATE program supported more than 250 individual projects and 12 national centers of excellence. The centers focus on specific technologies and serve as national resources that provide wide-ranging support to all institutions that are concerned about improvement in those specific technologies. Some of the programs described in this report achieved the following outcomes: new courses in telecommunications; new associate of arts and sciences degree and certificate program in environmental technology; and faculty development in geographical information systems, image processing, and remote sensing. Appendices contain ATE Centers of Excellence, ATE Funded Institutions, and Advisory Committee. (Contains 35 references.) (JA)

ED 448 831   JC 010 104

Wild, Nancy
Rogue Community College Student Satisfaction Survey, Winter 2000. Management Report: Redwood and Riverside Campuses.
PUB DATE- 00
NOTE- 108p.; Prepared for Rogue Community College, Institutional Effectiveness Task Force.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Role; Community Colleges; Educational Assessment; *Participant Satisfaction; *Program Evaluation; *Student College Relationship; *Student Surveys; Two Year Colleges

The Annual Student Satisfaction Survey at Oregon's Rogue Community College (RCC) allows the school to measure achievement in services, classes, and facilities. Three hundred and eleven students responded to this winter 2000 survey. Findings include: (1) seventeen percent of all respondents at the Redwood and Riverside campuses were very satisfied with their ability to get access to information about RCC; (2) fourteen percent, both campuses combined, were very satisfied with the orientation process; (3) staff helpfulness ranked highest in satisfaction on the "access to information" and "getting started" (orientation) questions and off-hours access to registration and the bookstore ranked lowest; and (4) campus safety and computer facilities had the highest approval rate in the "attending classes" question and parking ranked lowest in satisfaction. Recommendations for improvement include reaffirming to staff and faculty that the students are RCC's "customers," and that they should come first; expediting the implementation of telephone and/or online registration; reviewing staffing in Student Services, the bookstore, and the business office during peak times of demand; offering additional hours in student service areas (financial aid, the bookstore, food service, etc.) where needed; and offering an or good (49%). Forty percent of the students indicated that they found the TV course easier than a lecture course, whereas 25 percent found it more difficult. The students reported many diverse gains from taking the course, including cross-cultural skills, deeper understanding of sociology, personal skills, learning skills, and study skills. Need for improvement was indicated concerning the textbook, graphics duration, and the workbook. (KS)

ED 448 852 JC 010 131

Strategic Plan for International Education, Phase I. Exemplary International Programs.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Foreign Students; *International Programs; Mission Statements; *Multicultural Education; Program Development; *Program Proposals; *Second Language Learning; *Strategic Planning; Study Abroad; Two Year Colleges
IDENTIFIERS- *Pima Community College AZ

The document presents the proceedings of a meeting convened to design a strategic plan for international education to be adopted by Pima Community College (PCC) (Arizona). The meeting's main objective was to position the college strategically in the international education marketplace and to define the term "international education" as it pertains to PCC. Successful program implementation requires infrastructure changes including: globalization of curriculum, success pathways for international students (i.e., Adult Basic Education, Intensive English Program, English as a Second Language), and the linkage of all the college's international strategic initiatives. The newly developed program's offerings will operate on two levels: (1) on the intercultural/multicultural level, the college offers or will offer various ethnic and multicultural studies courses, bilingual education, other language education, and English as a Second Language; and (2) on the international level, offerings include study abroad, faculty and student exchanges, fellowships, international studies, contract training and development, and globalization of the curriculum. The proposal outlines the program's implications for the following individuals and groups: (1) students; (2) college faculty, staff, and administrators; (3) local, national, and international business and industry, government and organizations; (4) local, national, and international education institutions; (5) nonprofit organizations; and (6) other countries who send students to PCC. (KS)

ED 448 853 JC 010 132

Wild, Nancy
Rogue Community College Student Satisfaction Survey, Winter 2000. Management Report: Workforce Training Center.
PUB DATE- 00
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; College Attendance; Community Colleges; Feedback; *Institutional Evaluation; *Participant

Children, a grants initiative among 11 states and cities, was initiated in 1996 by the Carnegie Corporation of New York to promote responsible parenthood, ensure high quality child care, provide children with good health and protection, and mobilize the public to support young children and families. This catalogue encompasses books, monographs, brochures, videotapes, curricula, and other materials produced by Starting Points sites that explain what they have accomplished, share lessons learned, and provide assistance to others with the same goals. The catalogue is organized alphabetically by site location: (1) Baltimore; (2) Boston; (3) Colorado; (4) Florida; (5) Hawaii; (6) North Carolina; (7) Pittsburgh; (8) Rhode Island; (9) San Francisco; (10) Vermont; and (11) West Virginia. Each section briefly describes the Starting Points program in place and describes each product, including cost and ordering information. (KB)

ED 448 872 PS 029 094

O'Donnell, Nina Sazer; Galinsky, Ellen
The Seven Lessons of Early Childhood Public Engagement. Starting Points: Meeting the Needs of Our Youngest Children.
PUB DATE- 00
NOTE- 36p.; For related Starting Points documents, see PS 028 922 and PS 029 090-095.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Community Action; *Community Involvement; Community Role; *Day Care; *Early Childhood Education; Public Opinion; Public Relations; School Community Relationship; *Young Children
IDENTIFIERS- Public Awareness

Recent expansion of media coverage of early childhood issues and increased funding for early childhood programs are due in part to deliberate efforts to increase public engagement in efforts to improve the lives of young children and their families. This brief describes recent early childhood public engagement efforts and outlines lessons for public engagement leaders. The report is presented in three parts. Part 1 of the report defines public engagement and describes how national, state, and local leaders have engaged the public in early childhood issues. Part 2 outlines seven key lessons that informed these efforts. These lessons are: (1) see a campaign in stages; (2) know how people see the issue before beginning; (3) target people who have the power to elicit change; (4) delineate costs of not taking action as well as the benefits of change; (5) create different messages for different groups; (6) timing is crucial; and (7) unexpected messengers make a difference. Part 3 offers concrete tips for how a wide variety of community entities can take action to promote the healthy development of the nation's youngest children. Two appendices contain Starting Points Projects contact information and a media resource list. (Contains 16 references.) (KB)

ED 448 873 PS 029 095

Kershaw, Amy
Making Space for Children: A Toolkit for Starting a Child Care Facilities Fund. Starting Points: Meeting the Needs of Our Youngest Children.
PUB DATE- 00
NOTE- 39p.; For related Starting Points documents, see PS 028 922

Abuse; Child Health; Child Neglect; Child Support; Child Welfare; *Children; *Counties; Dropouts; Early Parenthood; Foster Care; Health Insurance; Incidence; Infant Mortality; Mortality Rate; *Poverty; Preschool Education; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Welfare Recipients; *Well Being; Youth Problems
IDENTIFIERS- *Illinois; Illinois (Chicago); *Indicators

This Kids Count report examines statewide trends in the well-being of Illinois' children. The statistical portrait is based on indicators in the areas of family, education and child care, arts and recreation, safety, health, and economic security. The indicators are: (1) percent of children living in poverty; (2) number of children enrolled in state/federal health insurance programs; (3) number of students in arts/recreation programs; (4) teen births; (5) number of children in foster care; (6) Head Start enrollment; (7) high school dropout rate (8) licensed child care; (9) child abuse and neglect; (10) child death rate; (11) low birth weight; (12) infant mortality; (13) children receiving free and reduced lunches; (14) child support compliance; (15) families receiving TANF; and (16) affordable housing. The first part of the report explores Voices for Illinois Children's "Charter for Illinois Children," highlighting relevant programs in the areas of family, education, arts and recreation, safety, health, and economic security. The bulk of the document presents data tables for each of the indicators for the state, each county, and the city of Chicago. The findings indicate some improvement, showing decreases in the number of births to teens, the number of children in foster care, high school dropout rates, rate of child abuse and neglect, and the number of families and children receiving welfare. However, the report cites areas still in need of improvement, including the number of children still uninsured, the lack of affordable housing, and racial disparities in the areas of births to teens and infant mortality rates. The report concludes with endnotes, definitions, and data sources. (HTH)

ED 448 892   PS 029 117

Hemara, Wharehuia
Maori Pedagogies: A View from the Literature.
PUB DATE- 00
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Colonialism; Cultural Differences; *Educational Attitudes; Educational Change; Foreign Countries; Indigenous Populations; *Instruction; *Maori (People); Student Needs
IDENTIFIERS- New Zealand

During the last decade the New Zealand government and its education, health, and welfare sectors have increasingly focused their attention on gaps between Maori, non-Maori, and Maori failure within the education sector and society generally. This has created a sense of despair and sometimes panic among Maori and Pakeha (non-Maori) educationists and commentators. However, it has taken a long time for those who work within the system to appreciate that the way in which education services are delivered may have "failure" written into their outcomes. This review of traditional and contemporary Maori pedagogies from a wide range of records and publications explores traditional teaching, learning, and child rearing practices and how they apply within the European context. The literature reveals that when the Maori made first

Foundation, Battle Creek, MI.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Robert Wood Johnson Foundation, New Brunswick, NJ.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.; Fund for New Jersey, East Orange.
PUB DATE- 01
NOTE- 48p.; Project conducted in collaboration with Child Trends. Paper received special funding from the Louise and Arde Bulvoa Foundation. Additional funding provided by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Comparative Analysis; *Day Care; *Employed Parents; Family Income; Family Structure; *Family Work Relationship; *Infants; Mothers; National Surveys; Parent Background; Part Time Employment; Preschool Education; *Public Policy; Racial Differences; *Toddlers

Despite the growing interest in the care of children younger than age 3, there is little national information available on their current child care arrangements. This study used data from the National Survey of America's Families on the types of care, hours in care, and the number of nonparental arrangements for under-age-3 children of working mothers. The study also examined how aspects of care differ depending on characteristics of the children and families. The study found that 73 percent of infants and toddlers of employed mothers were cared for primarily by a nonparent during the mothers' working hours: 27 percent by relatives, 22 percent center care, 17 percent family care, and 7 percent nannies/babysitters. Thirty-nine percent were in care full-time. Type of care varied according to the age and race/ethnicity of the child. Center care was more common among children of more highly educated mothers. Center care also was used more often for children of higher-income families than for children of low-income families. Relative care was most common for low-income families. Children of single parents were more likely than two-parent families to rely on relatives for care. More children of single parents than two-parent families were in care full-time, as well. Types of care used differed depending on the amount of time parents had available. Time in nonparental care declined dramatically as parent availability increased. Twenty-seven percent of children were cared for primarily by a relative, with 51 percent of these children in multichild settings. Data tables are appended. (Contains 11 references.) (KB)

ED 448 909 PS 029 136

What Grown-Ups Understand about Child Development: A National Benchmark Survey. Comprehensive Report.
SPONS. AGENCY- CIVITAS Initiative, Chicago, IL.; Brio Corp., Germantown, WI.
PUB DATE- 00
NOTE- 233p.; The A. L. Mailman Family Foundation supported ZERO TO THREE's work on the survey.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -

PUB DATE- 96
NOTE- 14p.; Paper presented at the Biennial Conference on Human Development (14th, Birmingham, AL, March 29-31, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Comparative Analysis; Content Analysis; *Interpersonal Communication; Language Usage; *Parent Child Relationship; *Parents as Teachers; *Pragmatics; *Preschool Children; Preschool Education; Verbal Development
IDENTIFIERS- Dyads

Noting the importance of pragmatic behavior, or the socially-appropriate use of language, to parents of preschool children, this study examined developmental changes in the pragmatic teaching of preschoolers and differences in parents' goals for pragmatic teaching in private versus public interactions. Participating in the study were 29 parent-child dyads (with children ranging in age between 30 and 70 months), who were videotaped for 30 minutes. Transcripts were coded for episodes of pragmatic behavior that occurred in the dyadic interaction. Findings indicated that pragmatic behaviors across the age groups largely focused on issues of what to say and how to say it. The teaching use of pragmatic behaviors in public interactions was relatively important to parents of children between 2.5 and 4 years. The proportion of spontaneous pragmatic behaviors increased dramatically between the youngest group (54 percent for 30- to 35-month-olds) and older children (at least 75 percent). The spontaneous use of pragmatic behaviors was the most common form of input (78 percent overall), followed by direct prompts (12 percent), and indirect prompts (8 percent). Pragmatic behaviors were more often prompted with direct, as opposed to indirect, comments. The direct prompts used were relatively routine and dealt with either a linguistic or behavioral social norm or a pragmatic elaboration or clarification. When pragmatic episodes focused on correcting the child's linguistic misbehavior, the prompts were indirect. (KB)

ED 448 927 PS 029 157

Rosenbach, Margo; Ellwood, Marilyn; Czajka, John; Irvin, Carol; Coupe, Wendy; Quinn, Brian
Implementation of the State Children's Health Insurance Program: Momentum Is Increasing after a Modest Start. First Annual Report.
SPONS. AGENCY- Health Care Financing Administration (DHHS), Baltimore, MD. Office of Strategic Planning.
PUB DATE- 01
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Health; *Children; Enrollment; *Health Insurance; Health Needs; Low Income; *Program Evaluation; State Federal Aid; State Programs
IDENTIFIERS- *Childrens Health Insurance Program; Medicaid

Under the Balanced Budget Act of 1997, Congress established the State Children's Health Insurance Program (SCHIP) to expand health insurance coverage to uninsured low-income children. This report summarizes the major findings of the first year of a national evaluation of SCHIP. Following a summary of major findings, the report examines state variations in eligibility their self-esteem, knowledge of job markets, interest in studies, and desire to stay in school. The evaluation presents lessons learned and improvements suggested by First Nation and Inuit participants. Overall, the initial implementation was considered very successful, with 3,800 students participating in summer programs, 2,000 students attending science camps, and 900 students participating in cooperative education. Recommendations focus on encouraging and providing financial support for program management by First Nations and Inuit regional organizations, improving reporting, and measuring long-term impacts of the strategy. Appendices present a summary of findings, regional reviews and case studies, a statistical overview, and an evaluation framework. (TD)

ED 448 945 RC 022 148

Northern Scientific Training Program: Annual Report, 1999-2000 = Programme de formation scientifique dans le Nord: Rapport annuel, 1999-2000.
PUB DATE- 00
NOTE- 237p.
LANGUAGE- English; French
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Canada Natives; *College Programs; *Field Experience Programs; *Financial Support; Foreign Countries; Higher Education; Research Projects; Science Education; *Scientific Research; Social Science Research; *Student Research
IDENTIFIERS- Arctic; *Canada (North); Department of Indian Affairs N Devel (Canada)

The Northern Scientific Training Program (NSTP) is managed by the Department of Indian Affairs and Northern Development as part of its mandate to foster science and technology in the Canadian North. NSTP supports Canadian universities in providing training that gives advanced and graduate students the opportunity to gain professional experience in the Canadian North and encourages them to develop a commitment to northern work. The program provides supplementary financial assistance to universities to defray transportation costs, living expenses, freight costs, and interpreter fees encountered during portions of research projects that involve supervised field experience in the Canadian North and other circumpolar countries. This report provides a summary of program activities and a statistical overview of the support for northern studies allocated to Canadian universities from 1962-63 to 2000-2001. Information is presented in table and graph form on allocations by university; number of universities funded by year; distribution of students and universities funded by province; distribution of funds by type of support, scientific field, and geographic focus; distribution of students supported by scientific field and academic focus; and university funding requests for the year 2000-2001. Appendices present contact information for NSTP committee members and university chairpersons, institutes or committees for northern studies, and summaries of research activities supported by the NSTP. Activities, some of which were conducted in Indigenous communities, were in the fields of archaeology, anthropology, education, environmental sciences/ecology, sociology, physical and human geography, biology, and health. (TD)

ED 448 946 RC 022 629

the grassroots. The first section describes how education is an instrument of acculturation. Within two generations of formal schooling, people are separated from their language and culture and are dependent upon Western culture's "rights" and the rewards of the market economy that can only be obtained through further education. In spite of the genuine concerns of multicultural educators and their efforts to preserve cultures, multicultural education is an oxymoron because a culture cannot be adequately represented, preserved, or transmitted by an institution designed to transmit another's culture. The second section describes grassroots postmodernism as an ethos of women and men who are liberating themselves from the oppression of modern society. Examples are given of instances in Mexico, Central America, and South America where indigenous peoples are regaining their cultural autonomy from the clutches of the market economy and its educational model that excludes all other cosmovisions. Section 3 maintains that our hope does not lie in reforming the educational system or dismantling it but with the Third World cultures that are still alive and flourishing in spite of the pressures, restrictions, and burdens imposed on them by the technological system. Aided by those among them who have become deprofessionalized incarnate intellectuals, Third World cultures are using their common sense to bypass the technological system and improve their own models and structures that do not dismember their communities or disconnect learning from doing. The epilogue recounts how the emerging grassroots coalitions that are formulating political controls to protect and strengthen their ventures demonstrate that global forces can only have concrete existence in their local incarnations. (Contains 151 references.) (TD)

ED 448 963   RC 022 723

Inglebret, Ella; Pavel, D. Michael
Curriculum Planning and Development for Native Americans and Alaska Natives in Higher Education.
PUB DATE- 00
NOTE- 11p.; In: F. W. Parkay and G. Hass, Editors. Curriculum Planning: A Contemporary Approach. Boston, Allyn and Bacon, 2000. p493-502.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *American Indian Education; *Change Strategies; Classroom Environment; College Students; *Culturally Relevant Education; *Curriculum Development; Educational History; Educational Needs; Empowerment; Higher Education; Power Structure; Racial Bias; School Community Relationship; *School Holding Power; Teacher Student Relationship
IDENTIFIERS- *American Indian Students; Institutional Racism; Native Americans

Following a historical review of Native American educational practices, this book chapter examines various approaches for increasing Native American representation in higher education, presented within the framework of three orientations to curriculum planning. First, Native students may be expected to change to fit the curriculum--to learn the rules and practices of the institution as well as obtain supplemental educational instruction and psychosocial support on their own. This approach relies on Native student assimilation to institutional culture and usually results in the student's culture being viewed as a deficiency. Second, creating culturally congruent curricula involves faculty taking the time to learn about cultural values and concepts and then taking action to design principles and aspects of a particular classroom plan. Figures illustrate a comprehensive classroom layout and three self-contained classrooms organized in different ways. Presented in workbook fashion, a three-step design process involves describing the present classroom, identifying specific learning activities that will take place, and drawing the final plan. (Contains 24 references and 5 resources.) (SV)

ED 448 980 RC 022 771

Vincent, Susan, Ed.
The Multigrade Classroom: A Resource Handbook for Small, Rural Schools. Book 3: Classroom Management and Discipline.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Institute of International Education, New York, NY.
PUB DATE- 99
NOTE- 50p.; Based on a 1989 publication of the same name by Bruce A. Miller. For related books in the series, see RC 022 770-775. Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Class Organization; Classroom Communication; *Classroom Environment; *Classroom Techniques; *Discipline; Elementary Education; *Multigraded Classes; Planning; Student Behavior; Time Management
IDENTIFIERS- *Behavior Management; Classroom Rules; Teacher Planning

In multigrade instruction, children of at least a 2-year grade span and diverse ability levels are grouped in a single classroom and share experiences involving intellectual, academic, and social skills. "The Multigrade Classroom" is a seven-book series that provides an overview of current research on multigrade instruction, identifies key issues teachers face in a multigrade setting, and provides a set of resource guides for multigrade teachers. Book 3 discusses classroom management and discipline. Because of the different age levels in a multigrade classroom, clear consistent rules and procedures are even more critical than in a single-grade classroom. Three phases of classroom management are described: (1) planning before school begins (arranging the classroom, identifying expectations for behavior, planning consequences); (2) implementing plans at the beginning of the school year (teaching students to behave, considering students' concerns, being a role model); and (3) maintaining good discipline (monitoring and handling inappropriate behavior, organizing and conducting learning activities). The following aspects of organization are discussed in detail: organizing the classroom space and the materials in it, organizing teacher activities in the classroom, organizing student activities, and establishing classroom rules and procedures. Guidelines for planning classroom rules and procedures are offered in the form of questions for consideration. (Contains 28 references and 9 resources.) (SV)

ED 448 981 RC 022 772

Vincent, Susan, Ed.
The Multigrade Classroom: A Resource Handbook for Small, Rural Schools. Book 4: Instructional Organization, Curriculum, and

science curriculum emerge from this understanding, such as considerations for preservice teacher education science courses and the nature of the elementary science curriculum. (Contains 40 references.) (ASK)

ED 448 999 SE 064 008

Rebelatto, Daisy Aparecida do Nascimento; Belhot, Renato Vairo
Field of Performance and Area of Knowledge: A Structure of Reference in Engineering Education.
PUB DATE- 98
NOTE- 6p.; Paper presented at the Annual Meeting of the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Creativity; *Educational Change; *Educational Improvement; *Engineering Education; Engineers; Foreign Countries; Higher Education; Instructional Effectiveness; Professional Development; *Relevance (Education); *Student Needs; *Thinking Skills
IDENTIFIERS- Brazil

The current curricular structure in engineering education does not allow for developing students' creativity, flexibility, capacity to work in a group, or ability to initiate work opportunities. This paper explores the concepts of "field of professional performance" and "knowledge area" as they relate to modern engineering education and preparing students to meet these goals. (WRM)

ED 449 000 SE 064 016

Rebelatto, Daisy Aparecida do Nascimento; Sadalla, Lais O. B.; Belhot, Renato V.
A Service View of Engineering Education.
PUB DATE- 98
NOTE- 6p.; Paper presented at the Annual Meeting of the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Educational Development; *Educational Improvement; Engineering Education; Foreign Countries; Higher Education; *Relevance (Education); *Services; *Student Needs
IDENTIFIERS- Brazil

This paper discusses and analyzes how engineering education, understood as a production system of learning and knowledge, can benefit from examining its practices through the metaphor of the service industry. The agents in the production process of teaching and learning are the customer, the product, the agent in transformation, and the quality control. (WRM)

ED 449 001 SE 064 039

Environmental Science and Engineering for the 21st Century: The Role of the National Science Foundation.
PUB DATE- 00

cooperative project for electrical engineering education improvement at UNESP. This paper describes the project, "The Development of Multimedia Tools for the Engineering Education and Diffusion," which was developed through a partnership between the three Electrical Engineering Departments of the UNESP. Six figures of multimedia tools are included. (Author/ASK)

ED 449 023 SE 064 385

Ferreira, J. M. Martins; MacKinnon, Lachlan; Desmulliez, Marc; Foulk, Patrick
A Multimedia Telematics Network for On-the-Job Training, Tutoring and Assessment.
PUB DATE- 98
NOTE- 7p.; Paper presented at the Annual Meeting of the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998). The figure will not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Technology; *Engineering Education; Foreign Countries; Higher Education; *Multimedia Materials; *Program Descriptions; Science Education; *World Wide Web

This paper describes an educational multimedia network developed in Advanced Software for Training and Evaluation of Processes (ASTEP). ASTEP started in February 1998 and was set up by a mixed industry-academia consortium with the objective of meeting the educational/training demands of the highly competitive microelectronics/semiconductor industry. The ASTEP consortium is led by the Heriot-Watt University in the United Kingdom and brings together universities and companies from five European countries that include the United Kingdom, Portugal, France, Norway, and Germany. The industry part of this consortium is related to semiconductor fabrication and microsystems manufacturing and includes Motorola (the factories in East Kilbride, UK and Toulouse, France), Applied Materials GmbH (Germany) and SensoNor (Norway). (Contains 18 references.) (ASK)

ED 449 024 SE 064 475

Penrose, Gordon
Science Fun: Hands-On Science with Dr. Zed.
PUB DATE- 98
NOTE- 80p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Hands on Science; Primary Education; *Science Activities; *Science Experiments; *Science Instruction

This book presents 65 simple, safe, and intriguing hands-on science activities. In doing these simple experiments, children can make a variety of discoveries that will surprise them. It includes many activities from discovering how people see color and what makes people's hair stand on end, to creating a tornado in a jar or a propeller-driven boat for the bathtub. (ASK) their degree of agreement with each statement using a Likert-type scale from one to five (strongly disagree to strongly agree). After excluding the nine weakest items, the reliability coefficient alpha was .95. A maximum likelihood factor analysis with a varimax rotation gave three factors: self-confidence; enjoyment of mathematics; and value of mathematics. The reliability coefficients alpha for the scores of the subscales were .94, .92, and .84, respectively. The Psychometric properties were sound, and the Attitudes toward Mathematics Inventory can be recommended for use in the investigation of students' attitudes toward mathematics. (Contains 27 references.) (Author/ASK)

ED 449 046 SO 031 479

Rosen, Louis
Civic Education in Elementary School.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Citizen Participation; *Citizenship Education; *Civics; Curriculum Enrichment; Elementary Education; *Social Studies; Student Needs; United States Government (Course)
IDENTIFIERS- *Civic Values; National Civics and Government Standards

Civics is a subject usually taught only in grades 4, 8, and 12. This article supports the teaching of civics in every grade, every day. The article offers a list of topics for an elementary school civics and government curriculum and suggests an informal elementary school civics curriculum consisting of activities during the school day that reinforce, by practice or example, lessons taught in the formal curriculum. Elementary schools can informally model the formal civics curriculum via classroom rules, codes of conduct, classroom interaction, student councils, keeping well-informed, searching for information, and presentations. The article features a K-4 content standards for civics and government diagram. (BT)

ED 449 047 SO 031 533

Beardsley, Donna A.
America's Historic West.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- Geographic Regions; Heritage Education; *Historic Sites; Secondary Education; Student Research; *United States History
IDENTIFIERS- *Regional History; United States (West Coast); United States (West); *Westward Movement (United States)

Settlers who pushed west over the Great Divide to the shores of the Pacific Ocean found the American West to be an expanse of extreme differences in time, topography, and ways of life. This paper elaborates on several historic sites in the American West. The purpose of the paper is to introduce a series of places to the students and teachers of U.S. history. The paper recommends that interested students pursue a study of the important people and significant events associated with a site.

three-dimensional media, tools, and processes to create works that communicate personal meaning; (10) students reflect on, revise, and refine their work using problem solving and other critical thinking skills; (11) "Careers and Community," students recognize a variety of art-related professions and careers in society; (12) students understand how art affects daily life, and identify opportunities for involvement in the arts; (13) "Integrated Studies," students identify and make connections between their knowledge/skill in art and all other disciplines; and (14) students understand the integrative nature of many art forms. (BT)

ED 449 070   SO 032 338

Building on the Best, Learning from What Works: Five Promising Discipline and Violence Prevention Programs.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Bullying; *Demonstration Programs; Elementary Secondary Education; *Intervention; *Prevention; Program Descriptions; *Student Behavior; *Student Needs; *Violence
IDENTIFIERS- American Federation of Teachers; What Works

The five diverse programs in this booklet met the American Federation of Teachers' criteria for effectiveness and replicability (criteria and search process are listed at the end of the booklet). While two of the five programs in the booklet can be used at either the elementary or secondary level, three are only for the elementary level. Before deciding whether to adopt one of these programs, the booklet stresses, schools should conduct a careful self study to gain a better understanding of what is working and what needs to be improved. The booklet lists seven questions which school staffs should ask themselves before adopting an intervention program. The booklet outlines the following programs: Bullying Prevention Program (elementary/secondary), Consistency Management and Cooperative Discipline (CMCD) (elementary/secondary), Good Behavior Game (GBG) (grades 1-2), I Can Problem Solve (ICPS) (pre-k through grade 6), and Promoting Alternative Thinking Strategies (PATHS) (kindergarten through grade 5). Each outline contains materials needed, training, cost, main features, results, case studies, suggestions for effective implementation, additional resources, and contact information. (BT)

ED 449 071   SO 032 421

Wilen, William W., Ed.
Favorite Lesson Plans: Powerful Standards-Based Activities.
PUB DATE- 00
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; *Citizenship Education; *Classroom Techniques; Cultural Context; Elementary Secondary Education; *National Standards; *Social Studies; *State Standards; Thematic Approach
IDENTIFIERS- National Council for the Social Studies; *National Social Studies Standards

This collection of lesson plans helps social studies teachers and

IDENTIFIERS- China; *Constitutions; France; Hong Kong; India; National Social Studies Standards; *United States Constitution

It is widely believed that the judiciary can maintain the rule of law and guarantee fundamental rights only if it is independent from political and other pressures. Most countries have provisions in their constitutions guaranteeing an independent judiciary. Usually, this independence has two faces: institutional measures that separate the judiciary as an autonomous governmental structure, and provisions that regulate certain procedures that may influence judges' individual decisions. With this lesson plan students examine excerpts from constitutions of several countries (the United States, France, China and Hong Kong, and India) to determine what measures each prescribes for judicial independence. The lesson plan provides an overview, educational objectives, links to social studies standards, materials needed, handouts, and step-by-step classroom procedures. Includes a comparison chart and case study questions and answers. (BT)

ED 449 093 SO 032 468

Federal Court Resources: A Lesson Plan for High School Law-Related Educators To Support "Understanding the Federal Courts."
PUB DATE- 00
NOTE- 10p.; For related documents on federal courts, see SO 032 462-467.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship Education; *Civil Liberties; *Court Litigation; *Federal Courts; *Field Trips; High Schools; *Law Related Education; Social Studies; Student Participation; United States Government (Course)
IDENTIFIERS- *Site Visits; Web Sites

This lesson plan provides general information about local courts and tells how a teacher can prepare a class visit to the courts. Includes an outline on four popular government textbooks. (BT)

ED 449 094 SO 032 475

Beardsley, Donna A.
Historic America: The South Central States.
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Elementary Secondary Education; Geographic Regions; Heritage Education; *Historic Sites; Social Studies; *United States History
IDENTIFIERS- *United States (South Central); *Westward Movement (United States)

Many sites in the south central states recall the procession of people who came across the continent with the passing frontier. This paper elaborates on several hist[illegible] sites in the south central United States. The purpose of the paper is to introduce a series of places to the students and teachers of U.S. history. The paper recommends that interested students pursue a study of the important people and significant events associated with a site. It suggests using the Internet for maps, pictures,

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 103p.; Some tables and text may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Citizenship Education; *Civics; Curriculum Development; Middle Schools; *Prevention; Program Evaluation; Social Studies; Student Behavior; *Violence

This report is the research component of the Center for Civic Education's School Violence Prevention Demonstration Program, a scheme for middle-school-aged students that develops intellectual and participatory skills essential to effective and responsible citizenship. The program is an attempt to draw attention to ways in which civic education can be used for violence prevention. It is a first step in acquiring research on the effects of curriculum on known behavior patterns that lead to violence. The report evaluates the program's first-year pilot, which was implemented in seven large urban school districts. It is organized by the following headings: "Introduction"; "Role of the Center for Civic Education in Development of Domestic and International Programs"; "Review of Recent Research"; "Need for Program"; "Objectives of the Program"; "Curriculum Design Using Center for Civic Education Materials and Methodology"; "Research Design"; "Identification of Target School Districts"; "Staffing"; "Site Coordinators"; "Site Evaluators"; "External Program Evaluators from the Lyndon B. Johnson School of Public Affairs, University of Texas at Austin"; "Statistician"; "Teacher Selection"; "Teacher Stipends, Substitute Pay and Training Sessions"; "Research Instruments"; Program Implementation"; "Number of Students in High-Implementation Experimental Groups and Control Groups"; "Statistical Methods"; "Conclusions of the Study and Implications for the Second Year"; and "Seven Case Studies (Brooklyn, New York; Denver Public Schools; Jefferson County Public Schools; Los Angeles Unified School District; Philadelphia School District; Queens, New York; Wake County Public Schools)." Includes ten appendices. (BB)

ED 449 117 SP 038 153

Promising Practices: New Ways To Improve Teacher Quality.
PUB DATE- 98
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Beginning Teacher Induction; Diversity (Faculty); Educational Improvement; *Educational Quality; Elementary Secondary Education; *Excellence in Education; Faculty Development; Higher Education; Minority Group Teachers; Preservice Teacher Education; Standards; Teacher Certification; *Teacher Competencies; Teacher Recruitment; Teachers; *Teaching Skills

This publication explains promising practices in improving teacher quality. Chapter 1, Achieving Excellence in the Teaching Profession, discusses educational, economic, and social change; teacher recruitment and development challenges; and opportunities for renewing the teaching profession. Chapter 2, Recruiting Talented and Diverse People into the Teaching

Howey, Kenneth R.
A Review of Challenges and Innovations in the Preparation of Teachers for Urban Contexts: Implications for State Policy.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College School Cooperation; Diversity (Faculty); Educational Policy; Elementary Secondary Education; Governance; Higher Education; Inservice Teacher Education; Parent Participation; *Partnerships in Education; Preservice Teacher Education; Teacher Collaboration; Teacher Recruitment; *Urban Education
IDENTIFIERS- *State Policy

This report examines what has been learned from the efforts of the Urban Network to Improve Teacher Education (UNITE) efforts to inform state policy. UNITE originated in 1993 with nine urban partnerships between urban schools and colleges of education and their urban K-12 counterparts. Their mission is strengthening the recruitment, preparation, and retention of urban teachers. UNITE's primary change strategy is to have joint leadership teams from these partnership sites collaborate regularly, refining and extending their leadership abilities and sharing progress and problems in local reform efforts. An expanded cycle of 31 urban partnerships was initiated in 1998. This report highlights nine recommendations which relate to: enabling new, more powerful urban K-16 partnership governance structures; implementing strategies to recruit more competent and diverse teachers; strengthening urban teacher education as an all-university endeavor; achieving fundamental improvements in professional programs for teachers in urban schools; socializing teachers to collaborate; extending urban teacher preparation seamlessly into the first teaching year; addressing both ends of the teacher education continuum simultaneously; developing materials and procedures for urban students to learn cooperatively; helping urban parents help their children learn; and implementing state-level integrated K-16 policy boards. Two appendixes present UNITE member partnerships and UNITE case study sites. (Contains 43 references.) (SM)

ED 449 138 SP 039 713

Cohen, Marvin; Brunner, Cornelia
Integrating Technology into Teacher Education: A Review of Bank Street's Project EXPERT.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 7p.; This paper is an ERIC Clearinghouse on Teaching and Teacher Education E-Primer.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *Computer Uses in Education; Educational Improvement; *Educational Technology; Elementary Secondary Education; Graduate Students; Graduate Study; Higher Education; Preservice Teacher Education; Teaching Methods
IDENTIFIERS- Bank Street College of Education NY

This paper examines the Bank Street College of Education's efforts to infuse technology into all aspects of graduate offered them. They began to believe they were smart about their classrooms, and they could increasingly construct curriculum rooted in their students' needs. Their move away from being receivers of teaching knowledge to being constructors of such knowledge was tentative. Their constructing of teaching identities seemed rooted in the collaborative context of sustained relationships with each other and the researchers. Their identities were influenced by the shifting status of others' knowledge, as they learned that the researchers and cooperating teachers did not have the blueprint for teaching knowledge specific to their teaching contexts. (Contains 26 references.) (SM)

ED 449 157 SP 039 742

Hutchings, Pat, Ed.
Opening Lines: Approaches to the Scholarship of Teaching and Learning.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 00
NOTE- 108p.; Accompanying CD-ROM not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Chemistry; College Faculty; Computer Uses in Education; Difficulty Level; Educational Psychology; Higher Education; History Instruction; Inquiry; Interdisciplinary Approach; Problem Based Learning; Resilience (Personality); *Scholarship; Sociology; *Teaching Methods; Team Teaching; Theories; World Wide Web

This publication features reports by eight Carnegie Scholars who are working to develop a scholarship of teaching and learning that will advance the profession of teaching and improve student learning. Following the Introduction, "Approaching the Scholarship of Teaching and Learning" (Pat Hutchings), the papers are: "Investigating Student Learning in a Problem-Based Psychology Course" (William Cerbin); "Resilient Students, Resilient Communities" (Donna Killian Duffy); "Looking through a Different Lens: Inquiry into a Team-Taught Course" (Cynthia V. Fukami); "A Chemical Mixture of Methods" (Dennis Jacobs); "For Better or Worse? The Marriage of Web and Classroom" (T. Mills Kelly); "Students' Perspectives on Interdisciplinary Learning" (Sherry Linkon); "A Case Study of Theory, Voice, Pedagogy, and Joy" (Mona Taylor Phillips); "Difficulty: The Great Educational Divide" (Mariolina Rizzi Salvatori); and a Conclusion: "Inventing the Future" (Lee S. Shulman). (Papers contain references.) (SM)

ED 449 158 SP 039 743

Schoeberlein, Deborah R.
HIV Education: Perspectives and Practices. Fastback 461.
PUB DATE- 00
NOTE- 63p.; "The authors wish to acknowledge the assistance of Joseph Woolston, M.D., Jean Schultz, and Mary Stein in the preparation of this manuscript." Development of manuscript supported in part by the John M. Lloyd Foundation and the Harris Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

samples are usually generated artificially through the use of computer algorithms. This paper discusses how one chooses a pseudo-random number generator, and then discusses how to use these generators to simulate data from normal and multivariate normal distributions. Several examples are provided of how one might sample from a pseudo population and the statistics that are commonly calculated during a Monte Carlo investigation. The many trials that might be used when investigating Type I and Type II errors are outlined. The paper ends with a discussion of the processes that might be used to verify that a researcher's simulation process is doing what it was intended to do. Four appendixes contain Statistical Analysis System programming code examples and a FORTRAN code example for generating data. (Contains 1 table and 38 references.) (SLD)

ED 449 179 TM 032 260

Ediger, Marlow
Art and Assessment in the Science Curriculum.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Art; Educational Assessment; Elementary Secondary Education; *Science Curriculum; Science Instruction; *Student Evaluation

Artistic endeavors can be planned for and used wisely in ongoing science lessons and units of study. Criteria in rubric form could be developed to assess student art projects and processes, and art in science might become part of a student's portfolio. Art can be a method of learning science subject matter as well as a skills objective stressing creativity on the part of the learner. Four examples show how teachers and student teachers have used art in science instruction. Some students prefer art as a way of indicating what they have learned. Expressing knowledge through art products is a good fit with the learning styles of some students. (SLD)

ED 449 180 TM 032 261

Ediger, Marlow
Assessing Student Achievement in the Social Studies.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Criterion Referenced Tests; Curriculum Development; Elementary Secondary Education; *Integrated Activities; *Portfolio Assessment; Portfolios (Background Materials); *Social Studies; Standardized Tests; *Student Evaluation

The weaknesses of standardized testing are apparent in assessing student achievement in the social studies. State mandated criterion referenced tests, aligned with objectives on the state level, may be better for assessing social studies achievement, but they also have weaknesses. The development of portfolios has been an attempt to compensate for the weaknesses of standardized tests and state mandated tests. Whatever the method chosen, the goals that students are to achieve need frequent assessment. To achieve these worthwhile goals, new set of 12 comparison schools. The mission of the TSP is to provide an instructional program and an organizational design that is language instruction intensive to reverse the pattern of poor academic achievement of African American and other students in schools with predominantly minority populations. Analyses using 1997-1998 and 1998-1999 data support the sampling decision that the TSP schools and newly selected comparison schools serve the same population. Analyses indicate that TSP students outperformed comparison students in reading, mathematics, and language at a p 0.001 level of significance. The effect size for the TSP program exceeds the corresponding comparison schools' effect size in all three areas, especially in mathematics and language. After adjusting for pre-existing differences between TSP schools and comparison schools, there are still statistically significant differences in each subject area tested. These differences are especially meaningful for mathematics and language achievement tests. An appendix contains a reference guide to the TSP program. (Contains 19 references.) (SLD)

ED 449 201 TM 032 311

Ban, Jae-Chun; Hanson, Bradley A.; Wang, Tianyou; Yi, Qing; Harris, Deborah J.
A Comparative Study of Online Pretest Item Calibration/Scaling Methods in CAT. ACT Research Report Series.
PUB DATE- 00
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Testing; Comparative Analysis; *Computer Assisted Testing; Estimation (Mathematics); Maximum Likelihood Statistics; Pretests Posttests; Sample Size; *Scaling; *Test Items
IDENTIFIERS- *Calibration; EM Algorithm

The purpose of this study was to compare and evaluate five online pretest item calibration/scaling methods in computerized adaptive testing (CAT): (1) the marginal maximum likelihood estimate with one-EM cycle (OEM); (2) the marginal maximum likelihood estimate with multiple EM cycles (MEM); (3) Stocking's Method A (M. Stocking, 1988); (4) Stocking's Method B (M. Stocking, 1988); and (5) the BILOG/Prior method. The five methods were evaluated in terms of item parameter recovery under three different sample size conditions (300, 1,000, and 3,000). The MEM method appears to be the best choice among the methods used in this study because it produced the smallest parameter estimation errors for all sample size conditions. Stocking's Method B also worked very well, but it requires anchor items, which would make test lengths longer. The BILOG/Prior method did not seem to work with small sample sizes. Until more appropriate ways of handling the sparse data with BILOG are devised, the BILOG/Prior method may not be a reasonable choice. Because Stocking's Method A has the largest weighted total error, as well as a theoretical weakness (i.e., treating estimated ability as true ability), there appears to be little reason to use it. The MEM method should be preferred to the OEM method unless amount of time involved in iterative computation is a great concern. Otherwise, the OEM method and the MEM method are mathematically similar, and the OEM method produces larger errors than the MEM method. (Contains 2 tables, 3 figures, and 16 references.) (Author/SLD)

ED 449 202 TM 032 312

(141)
DESCRIPTORS- Diagnostic Tests; *Evaluation Methods; *Formative Evaluation; *Intelligence; Intelligence Quotient; *Measurement Techniques
IDENTIFIERS- *General Factor (Intelligence); *Process Analysis; Process Research

The data compression aspect of 20th century science is evident in the "mass action" concept of brain function embodied in the "g" model of intelligence and academic tests. This paper sketches the history of the devolution of the "g" model into multifactored intelligences, contrasts dynamic process versus static product assessment, and discusses the effects of process assessment on measurement theory. An alternative neurocognitive processing assessment, as opposed to the traditional IQ content driven assessment, is applied to the assessment of children in the academic sphere. The functional utility of this approach, focused process assessment, is shown through discussions of previous studies related to diagnosis in learning disabilities, the relationship to school learning analysis of complex processes like reading comprehension, the prediction of future academic achievement, the development of specific treatment plans, and effective curriculum development. Using the focused process assessment model rather than the data compression model of the last century will lead to an entirely different diagnostic system. (Contains 89 references.) (SLD)

ED 449 224   TM 032 369

Knight, Jennifer L.
Toward Reflective Judgment in Exploratory Factor Analysis Decisions: Determining the Extraction Method and Number of Factors To Retain.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Factor Analysis; Factor Structure
IDENTIFIERS- *Exploratory Factor Analysis; *Reflective Judgment

This paper considers some decisions that must be made by the researcher conducting an exploratory factor analysis. The primary purpose is to aid the researcher in making informed decisions during the factor analysis instead of relying on defaults in statistical programs or traditions of previous researchers. Three decision areas are addressed. First, the importance of determining the number of participants and variables is discussed. Second, the similarities and differences in the two most common factor extraction methods, principal components analysis (PCA) and principle factor analysis (PFA), are addressed. Finally, the paper compares different methods for retaining factors (e.g., K1 rule, scree plot, parallel analysis, and others). Overall, although PCA and PFA results converge with an increasing number of variables and communality estimates, PFA may be the better choice for attempting to determine underlying factors in a data set. Furthermore, parallel analysis shows great promise for facilitating precision in factor retention, but a researcher should take into consideration a combination of methods in order to be as accurate as possible in developing the factor model. Empirical studies indicate that defaults in statistical yielded a misbehavior variable heavily defined by substance abuse. Misbehavior was inseparable from substance abuse, but substance abuse was not dependent on misbehavior for viability. One explanation for this finding may lie in the survey itself since misbehavior items were sparse and could have been explored more thoroughly. It was hypothesized that six variables would explain adolescent behavior, but only four reliable constructs were realized: student self-reported self-concept, peer influence, parent involvement, and administrator-reported school climate. It is hoped that this research can be used to design appropriate treatment and prevention programs for adolescents and to draw attention to the penetrating influence of a child's friends on his or her behavior. It can also show the wealth of data collected and the usefulness of NELS data. (Contains 1 table and 10 references.) (SLD)

ED 449 246   UD 033 929

Berrigan, Anne; Schwartz, Shirley
Urban Teacher Academy Project Toolkit: A Guide to Developing High School Teaching Career Academies.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Academies; Career Education; *High School Students; High Schools; Minority Groups; *Program Development; Program Implementation; *Teacher Recruitment; *Teaching (Occupation); Urban Schools; Urban Youth

There is an urgent need not only to attract more people into the teaching profession but also to build a more diverse, highly qualified, and culturally sensitive teaching force that can meet the needs of a rapidly changing school-age population. This Toolkit takes best practices from high school teacher academies around the United States and organizes them into the steps needed to design and implement programs. The purpose of the Toolkit is to help school districts plan and institutionalize high school teaching academies in order to nurture and "grow" prospective teachers committed to serving their schools and communities. Research done by the Urban Teacher Academy Project suggests that there are approximately 50 teacher academy programs in the country. These high school teacher academies are teaching-focused, comprehensive academic programs within larger schools, most of which offer electives related to teaching, learning, and children, with precollege internships in schools and partnerships with colleges and universities that provide a pathway into college and teacher education. The guide's first chapter gives strategies for putting the elements of a successful teaching career academy into place. The second chapter explains the important elements of effective programs and gives a look at how these elements have been implemented in other teaching academies. The third chapter provides advice on how to document and assess a program. An appendix provides useful information about other national precollegiate teacher recruitment programs to supplement or support teaching career academy activities. A planner's checklist is included to outline steps in designing a teaching career academy. An appendix contains descriptions of

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Elementary Secondary Education; *English (Second Language); *Immigrants; Parent Attitudes; *Parent School Relationship; Student Attitudes; *Summer Schools
IDENTIFIERS- New York City Board of Education

This report discusses findings from surveys assessing the implementation and effectiveness of the Year 2000 Summer Program. Summer School 2000 is an integral part of the New York City Board of Education's updated promotion policy. Surveys in this report targeted children identified as English Language Learners (ELLs) and children from immigrant families. This population was selected because of concerns that they would be disproportionately affected by the new promotion policy and be enrolled in the summer program in large numbers. Students attending summer school in summer 2000 and their parents completed surveys. Additional information was obtained from parents who completed a pilot survey prior to the beginning of summer school. Key findings indicated that: preventive services during the school year were rarely offered; communication to parents about retention/summer school was not timely and rarely in writing; communication to parents who did not speak English was grossly inadequate; communication to parents and students about the new standards was sorely lacking; communication to parents about the appeals process was poor; summer school did not meet the educational needs of ELLs; and suspensions and expulsions were problematic during summer school. (SM)

ED 449 266   UD 033 953

Youngs, Peter; Kings, M. Bruce
Professional Development That Addresses Professional Community in Urban Elementary Schools.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Spencer Foundation, Chicago, IL.; Wisconsin Center for Education Research, Madison.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Collegiality; Educational Innovation; Elementary Education; *Faculty Development; Low Income Groups; Teacher Collaboration; *Teacher Improvement; *Urban Schools
IDENTIFIERS- *Professional Community

This study examined the level of professional community in seven urban elementary schools that served large proportions of low-income students and that had engaged in innovative, schoolwide professional development and reform. The study points out to what extent and in what ways professional development at each school addressed professional community and the other dimensions of school capacity. Schools were chosen to represent different approaches to professional development and different kinds of assistance from district, state, and independent providers. Researchers made two to four visits to each school for up to 4 days at a time, observing professional development activities and classroom instruction, interviewing school and district staff and external providers of faculty development, and collecting pertinent documents (e.g., achievement data and demographic and fiscal information). Data analysis indicates

(1) "Alphabetical List of Public and Branch Libraries Whose Names Do Not Indicate Their Location"; (2) "Public and Branch Libraries"; (3) "Library Cooperatives"; (4) "Academic Libraries"; (5) "Regions of Cooperation"; (6) "Regional Educational Media Centers"; (7) "Regional and Subregional Libraries"; (8) "Michigan Documents Depository Libraries"; (9) "Federal Documents Depository Libraries"; (10) "Michigan State Agency Libraries"; (11) "Special Libraries"; (12) "Library Associations"; and (13) "School Libraries." Alphabetized in some sections by city and in some sections by title of organization, each entry includes address, phone and fax numbers, and a contact name. For many of the listings TDD (Telecommunications-Device-for-the-Deaf) numbers, e-mail addresses, and Web sites are offered as well. Hours of operation are provided for public libraries and branch libraries. Functioning as a search aid, the first section features cross-references to city or town listings for many public library names that do not mention the library's location. Includes a directory update form. (AEF)

ED 448 790   IR 057 965

Krefman, Naomi, Comp.; Dwyer, Molly, Comp.; Krueger, Beth, Comp.
Michigan Library Statistical Report, 2000 Edition.
PUB DATE- 00
NOTE- 475p.; For 1999 report see, ED 437 976.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; Library Automation; Library Collections; Library Expenditures; Library Networks; *Library Services; *Library Statistics; Library Surveys; *Public Libraries; State Libraries; Tables (Data)
IDENTIFIERS- Michigan

The 2000 edition of the Michigan Library Statistical Report presents data provided by public libraries, library cooperatives and those public libraries that serve as regional or subregional outlets for providing services to blind and physically handicapped patrons. All legally established public libraries in Michigan were invited to respond. Data were collected as part of the State Aid Application. Library systems were asked to report data that include their main and branch libraries. A total of 385 public libraries provided data. Following the national and regional comparative data, statewide summaries are provided. Public library data are presented by class size, which is determined by population. Libraries are divided into six class sizes. For each class size, data include: Outlets, Hours and Staff; Operating Income and Expenditures; Capital Income and Expenditures and Square Footage; Library Collections; Library Services; Director Salary and Benefit Information; Other Employee Salary; Non-Resident Fees and MichiCard Membership; and Technology (Computers, Automation, Adaptive Services, and Internet). A Public Library Index is provided that identifies basic information for each library, including the class size under which the library data are reported. The Public Library Annual Report form and instructions are also included. (AEF)

ED 448 791   IR 057 966

Library Laws Handbook: State Laws Relating to Michigan Libraries. Revised Edition .
PUB DATE- 00
NOTE- 208p.; For 1998 edition, see ED 418 734.

ED 448 811 JC 010 082

Shults, Christopher
Remedial Education: Practices and Policies in Community Colleges. Research Brief.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Educational Policy; Institutional Role; *Remedial Instruction; *Remedial Programs; *School Surveys; Two Year Colleges
IDENTIFIERS- *American Association of Community Colleges

This research brief discusses the results of a study concerning the role of community colleges in providing remedial education. The study, conducted by the American Association of Community Colleges, examined institutional policies and practices found in community colleges, covering such issues as assessment of college-preparedness and placement, provision of contracted remedial courses to business and industry, computer use in remedial classes, and salient descriptions of the students and faculty involved in remedial education. An analysis of the responses shows that an average of 36 percent of students new to higher education in fall 1998 were enrolled in at least one remedial course. Results from this study indicate that institutional policies on remediation, for the most part, are mandated at the institutional level. The majority of institutions indicated that policies on mandatory assessment, credit offered for remedial courses, and cutoff scores for placement tests are set by the institutions. The majority of the institutions limited remedial class sizes, used technology in courses, and required mandatory assessment and placement of students in remedial courses--all of which have been identified through research studies as important factors in helping students prepare for college level courses. (JA)

ED 448 812 JC 010 083

A Statement to the Community: Transfer and the Public Interest.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); College Credits; *Community Colleges; Educational Mobility; Higher Education; Institutional Cooperation; *Transfer Policy; *Transfer Programs; Transfer Rates (College)

This statement, prepared by the Council for Higher Education Accreditation (CHEA) Committee on Transfer and the Public Interest (Washington, D.C.), is addressed to institutions, accreditors and national higher education associations seeking to maintain and enhance conditions of transfer for students. It seeks to energize the ongoing national conversation about transfer decision making, setting into motion a more open and accountable transfer process. Many students now attend more than one institution at a time, and accordingly face issues not previously seen when they seek to transfer credits. Institutions must balance responsiveness to students' preferences about transfer with institutional commitment to the associate of science degree in computer science and other high-technology areas. Appended are representative verbatim comments and suggestions for improvement, data tables, sample summaries, and the questionnaire. (EMH)

ED 448 832 JC 010 105

Strategic Planning, 2000-2005.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Community Colleges; *Educational Assessment; Educational Planning; Higher Education; *Institutional Mission; Mission Statements; *Organizational Objectives; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Tennessee

This report presents cycle four of the strategic planning process at the State University and Community College System of Tennessee. The cycle extends for five fiscal years from 2000 to 2005, and is meant to: (1) provide a blueprint of the systems vision; (2) provide guidelines to facilitate setting system policy and priorities; (3) provide benchmarks against which strategic goals can be monitored; and (4) increase public awareness of the system's mission. The proposed strategic planning process includes eight steps: (1) defining the system's mission; (2) assessing the internal and external environments, which includes systemwide assessments as well as institutional assessments; (3) developing strategies that will ensure the implementation of the system's mission; (4) setting strategic goals and action plan objectives; (5) integrating the strategic plan; (6) obtaining Board acceptance and fully implementing the plan; (7) periodically assessing system performance and internal and external environments; and (8) submitting an annual report to the Board. Attachment 1 contains reference and resource materials that include instructions on writing the institutional mission statement; defining and establishing strategic goals; developing annual action plans, which are the institution's vehicles for achieving its strategic goals; and evaluating performance. Examples of complete and incomplete mission statements are appended. (EMH)

ED 448 833 JC 010 107

Findings from the Spring 2000 ACT Student Opinion Survey at South Texas Community College.
PUB DATE- 00
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Comparative Testing; Computer Uses in Education; *Participant Satisfaction; *School Holding Power; *Self Evaluation (Groups); Student Financial Aid; Student Surveys; Two Year Colleges
IDENTIFIERS- *Student Opinion Survey

The ACT Student Opinion Survey (ACTSOS) was administered during spring 2000 to 42 randomly selected classes at South Texas Community College (STCC) and to a national sample of 30,326 students drawn from 130 public colleges. Compared with the national sample, students in the STCC sample: (1) generally were more satisfied with their college experience; (2) differed

Satisfaction; School Effectiveness; School Orientation; *Student Surveys; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Student Satisfaction

Each year, Rogue Community College (Oregon) conducts a student satisfaction survey measuring the college's achievements in the areas of services, classes, and facilities. This document reports findings from the winter 2000 administration of the survey, including, for the second time, students from the Workforce Training Center (WFTC). The study's primary areas of interest include: (1) adequate access to information about the college and WFTC (services and programs offered); (2) getting started at the WFTC (placement testing, registration, advising, buying books, paying for classes, etc.); (3) attending classes (time, location, class schedules, parking, etc.); and (4) other comments/suggestions for improvement. The study, based on survey responses collected from 176 Welfare Training Center students, found that attending classes received the highest proportion of positive comments (85 percent), followed by adequate access to information (80 percent), and getting started at the WFTC (64 percent). Across the WFTC student subgroups surveyed, with few exceptions, positive comments outweighed negative comments and suggestions for improvement. Contains representative verbatim comments, suggestions for improvement, sample summary, and survey questionnaire. (KS)

ED 448 854 JC 010 133

Community College of Philadelphia Survey of 1999 Graduates.
PUB DATE- 00
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Education; College Environment; *College Graduates; *College Outcomes Assessment; Community Colleges; Employment; Graduate Surveys; Institutional Evaluation; *Participant Satisfaction; School Effectiveness; Two Year Colleges
IDENTIFIERS- *Community College of Philadelphia PA

The document presents findings from the survey of 1999 graduates conducted by the Community College of Philadelphia (CCP) (Pennsylvania). Results are reported concerning previous college experience, data on transfer to four-year institutions, employment status, college environment and student satisfaction with job preparation, course delivery methods, and internship opportunities. Over 95 percent of former CCP students rated their overall education experience at the college as good or excellent. Over 47 percent of the college's graduates enrolled in another college after leaving CCP, and 53.2 percent reported being employed in a job related to their studies at CCP. Eighty-seven percent of graduates reported that the overall career services support they received was good or excellent, while 81.6 percent indicated that they received adequate support from CCP staff for transfer. The report does not provide information on the number of graduates participating, response rates, or survey methods. The appendices contain tables on colleges and universities attended prior to enrolling at CCP, transfer colleges and universities, transfer programs of study, fields of professional certification, graduates' employers, and employment positions. Verbatim recommendations concerning career-planning services are also reported. The survey instrument is included. (KS)

and PS 029 090-095.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Day Care; *Early Childhood Education; *Finance Reform; *Financial Support; Fund Raising; Young Children
IDENTIFIERS- Day Care Quality

To address the growing demand for high-quality child care, many communities are seeking to develop specialized child care facilities funds to build new, and improve the quality of existing, child care programs. This toolkit is designed for policymakers, nonprofit leaders, child care providers, and others interested in increasing access to high-quality child care through the development of a child care facilities fund. The kit is organized around six sections. Following an introductory section, Section 2, "Why Start a Child Care Facilities Fund?" presents basic information about how child care facilities funds can help meet the growing demand for high-quality child care. Section 3, "Getting Started," describes some of the initial steps needed, including convening a committee of stakeholders, understanding the facility needs in the community, establishing goals and priorities, and identifying potential partners. Section 4, "Designing Your Facilities Fund: Structure, Funding, Products, and Services," lays out some of the design considerations for starting a child care facilities fund and includes a list of funding sources, information regarding fund administration, eligibility considerations, and what types of expenses should be funded. Section 5, "What Can You Do?" describes some options that stakeholders can use to support, promote, or lead efforts to start up, design, and operate a child care facilities fund, including specific suggestions and examples for government agencies, elected officials, banks, philanthropies, parents, providers, and others. Section 6 provides a list of publications and organizations that may be helpful in starting a facilities fund, including a brief description of facilities funds from around the country. A glossary of child care and facilities financing terms is included. (KB)

ED 448 874 PS 029 096

Turow, Joseph; Nir, Lilach
The Internet and the Family, 2000: The View from Parents, the View from Kids. Report Series No. 33.
PUB DATE- 00
NOTE- 39p.; Assistance to this project provided by Rebecca Dudley and Cindy Gold.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Childhood Attitudes; *Children; Computers; Conflict; Disclosure; Family (Sociological Unit); *Parent Attitudes; Parent Child Relationship; *Self Disclosure (Individuals); *World Wide Web
IDENTIFIERS- Family Communication

Noting that 48 percent of American households with children ages 8 to 17 years connect to the Internet, this study compared children's and parents' attitudes regarding the use of the Internet, focusing on the above population. Participating in telephone interviews was a nationwide cross section of 1,001 parents of children ages 8 to 17 in homes with Internet connections, and 304 children ages 10 to 17 years (half landfall, they already practiced a range of pedagogies and curricula, including: students and teachers at the center of the educative process, life-long intergenerational learning, gradual learning from a familiar starting point, recognition and encouragement of giftedness, and learning and teaching conducted from the students' strengths. Maori contact with the Western European education system has been characterized by tension; the encounters of two different world views and ways of operating were sometimes contradictory: Maori appreciation of literacy helped achieve new ways of communication and information gathering; Pakeha (and some Maori) considered Maori failure within the European system to be the fault of Maori opposition, indifference, willfulness and limited capacities; Maori (and some Pakeha) suspected that European education was a tool of the colonial enterprise and that the education on offer was irrelevant and poorly delivered; Pakeha disapproved of Maori child-rearing and educational practices; Maori disapproved of the type of discipline meted out by Pakeha teachers. The review suggests that the current focus on gaps between Maori and non-Maori performance is perceived in the context of what the dominant community deems is, and is not, important, and that perhaps focusing instead on gaps between Maori aspirations and achievements would be more appropriate. The ways in which Maori educated themselves and their young appear to be applicable today, and many of the hallmarks of Maori education proved that traditional values and operating standards can be translated into contemporary contexts. (HTH)

ED 446 893   PS 029 118

Sattes, Beth; Walsh, Jackie; Hickman, Mickey
Doing Your Part To Help Your Child Become SMART (Successful, Motivated, Autonomous, Responsible, Thoughtful): Six Workshops on Parenting SMART Learners.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 213p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; Family Environment; Multiple Intelligences; Parent Education; Parent Role; *Parent Student Relationship; *Parent Workshops; *Parents; *Parents as Teachers; Personal Autonomy; Student Motivation; Student Responsibility
IDENTIFIERS- Caring

A SMART Learner is a lifelong learner who can adapt to rapid change and who possesses characteristics associated with success in and out of school. These workshop materials to help parents help their children become SMART learners provide: information from current research and best practice; learning activities that will actively engage parents in thinking and talking about important issues; time for parents to share with other parents; and activities for parents to take home to share with their children. The workshop materials begin with evaluation instruments for parents and assessment guides for facilitators. These are followed by materials for an overview workshop on SMART learners. The remaining materials are for the workshops specific to each area of the SMART acronym: Successful, Motivated, Autonomous, Responsible, and Thoughtful.

Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adults; *Child Development; *Child Rearing; Children; Discipline; *Early Experience; Expectation; *Knowledge Level; National Surveys; Parent Attitudes; Parent Background; *Parent Child Relationship; Parents; Play; Public Policy; Tables (Data)
IDENTIFIERS- Adult Child Relationship

This national survey examined the level of knowledge of 3,000 American adults (including 1,066 parents of children aged birth to 6 years) regarding child development issues, with particular emphasis on the intellectual, emotional, and social development of young children. The study also examined what the general public thinks about selected policies which have an impact on children and families. Findings were organized in the following areas: (1) when and how children develop; (2) supporting children in their development; (3) the importance of play; (4) expectations of young children; (5) spoiling; (6) discipline; (7) adult-child relationship; (8) preparation for parenthood; and (9) selected policies that impact children and families. Findings indicated that while adults are well informed about many areas of child development, there are important information gaps. Knowledge was related to parent education, gender, generation, and parental status. Significant gaps were evident in adults' understanding of children's ability to sense what is going on, the most beneficial forms of play, appropriate expectations for children of various ages, discipline, and spoiling. Most adults supported paid parental leave and governmental financial assistance to help pay for quality childcare. (Three appendices list the advisory board and child development literature sources and contain the questionnaire. Contains 67 references.) (KB)

ED 448 910   PS 029 137

Jackson, Anthony W.; Davis, Gayle A.
Turning Points 2000: Educating Adolescents in the 21st Century.
PUB DATE- 00
NOTE- 288p.; With Maud Abeel and Anne Bordonaro. Foreword by David A. Hamburg.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Change Strategies; *Curriculum Development; Educational Environment; *Educational Improvement; Educational Principles; Middle School Students; *Middle Schools; Parent School Relationship; Research and Development; School Community Relationship; *Student Evaluation; Student Needs; Teacher Education; Teacher Improvement; Theory Practice Relationship
IDENTIFIERS- *Turning Points

Carnegie Corporation's landmark 1989 report, "Turning Points: Preparing American Youth for the 21st Century," focused national attention on the long-neglected needs of adolescent youth. In the following decade, hundreds of middle grades schools implemented "Turning Points" principles, and many others adopted similar and complementary measures. Based on these experiences, "Turning Points 2000" refines the ideas contained in the original report by blending the wisdom of both the latest research and the best practice. This volume, written by the principal author of the original report along with one of the main leaders in implementing its principles, synthesizes for SCHIP, trends in SCHIP and Medicaid enrollment, trends in the number of uninsured children before and after implementation of SCHIP, successes and challenges in enrolling and retaining children in SCHIP, and state recommendations for improving Title XXI, authorization for SCHIP. Major findings noted include the following: (1) all 50 states and the District of Columbia have implemented SCHIP programs, which are tailored to each state's need, context, and capacity; (2) states vary in the extent to which they have expanded health insurance coverage for low-income children under SCHIP; (3) enrollment is continuing to increase at an impressive rate; (4) findings on the trend in the uninsured rate by poverty level are at least suggestive of an early influence of SCHIP, though the time series must be extended before valid inferences may be drawn about the direction and magnitude of change; (5) almost all states have made a deliberate attempt to streamline and simplify their application and redetermination policies and forms, and the majority have eliminated assets testing, and many have also reduced verification requirements; and (6) states recommended a variety of changes to coverage, financing, administration, and program orientation, with the constraints of the 10 percent administrative cap being mentioned most frequently. Overall, findings indicate that SCHIP is exhibiting growing momentum. The report's three appendices include a summary of amendments to Title XXI state plans, simulated program eligibility for a hypothetical family at various percentages of poverty, and number of children ever enrolled in SCHIP, by state. (Contains 12 references.) (HTH)

ED 448 928   PS 029 159

Brownell, Jeanine O'Nan
Ani SM 's Rocket Ride: Internet Coach R for Early Learning. Teacher's Guide with CD-ROM .
PUB DATE- 01
NOTE- 74p.; CD-ROM not available from ERIC. Ani SM 's Rocket Ride created with the help of the U.S. Department of Education and the Erikson Institute for Advanced Study of Child Development.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Art Activities; Class Activities; *Computer Uses in Education; Developmentally Appropriate Practices; Dramatic Play; Early Childhood Education; *Educational Technology; Electronic Mail; *Internet; Learning Activities; Optical Data Disks; *Preschool Curriculum; Reggio Emilia Approach; Science Activities; Teaching Guides; *Young Children
IDENTIFIERS- High Scope Model

Inspired by the Reggio Emilia approach to early learning, this CD-ROM and Teacher's Guide invite young children on a journey with Ani, a friendly alien from another planet, to collect and learn about natural objects in seven different "learning centers." The CD-ROM program is designed to encourage creativity in science, art, and dramatic play and to teach children about using the Internet in a developmentally appropriate manner. The Teacher's Guide is presented in 9 chapters. Chapter 1 discusses how to use the CD-ROM, provides a philosophical overview of the Reggio Emilia Approach, and details how the CD-ROM experiences fit into High/Scope preschool key experiences. Chapters 2 through 8 provide 21 lesson plans for integrating the CD-ROM into everyday classroom routines and leading to classroom

Rural Policy Matters: A Newsletter of Rural School & Community Action, 2000.
PUB DATE- 00
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Charter Schools; Educational Equity (Finance); *Educational Needs; *Educational Policy; Educational Research; Elementary Secondary Education; Poverty; *Rural Education; *Rural Schools; School Closing; *School Community Relationship; School District Size; School Size; *Small Schools; Socioeconomic Influences; State Standards

This document contains the 12 issues of the newsletter "Rural Policy Matters" published in 2000. Issues examine recent educational research on small and rural schools; report on state standards and court litigation related to rural schools, the efforts of communities to save their local schools, and the condition of rural facilities; outline policy issues related to rural school funding and school reform; and list new publications and Web sites of interest. Articles include: "Smaller Schools Can Reduce Poverty's Power: Georgia Research Results Released"; "Alaska Standards for Culturally Responsive Schools"; "Small Schools Thwart Poverty: Results from Ohio and Texas Show Boost in Achievement"; "Smaller Schools Stem Poverty's Power: Montana Research Results Released"; "Idaho Facing Facilities Crisis: Poor or Dangerous Conditions Highlighted in Lawsuit"; "Closing the Spending Gap: Pennsylvania Eyes Equity Finance Options"; "Declining Enrollment: Silent Killer of Rural Communities"; "Georgia Adopts Major School Reforms"; "Pennsylvania: A State of Denial on School Funding"; "New Vermont Standards: Sustainability and Understanding Place"; "Colorado Charters: An Antidote for Consolidation?" "Rural Minnesota's Charter Schools"; "Court Upholds School Closure: Allegany County, Maryland Activists Change Focus"; "Creating Schools as Centers of Community"; "Why Rural Matters: Gauging Importance and the Need for Action in Each State"; "Community Counts When School Reform Matters"; "The Changing Face of Rural America: Newly Diverse Communities Struggle with New Demands"; "Groups Build Grassroots Leadership in the Southeast"; "New Study Finds Small Districts Work Too"; "Ohio Finance Litigation: Winning Isn't Everything"; and "Small Does Work: A Florida Story You'll Want To Hear." (SV)

ED 448 947 RC 022 684

Kilpatrick, Sue; Bell, Rowena; Kilpatrick, Peter
Vocational Education and Training in Rural Schools: Education for the Community.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Education Work Relationship; Educational Cooperation; Foreign Countries; High Schools; Lifelong Learning; Relevance (Education); Role of Education; Rural Education; *Rural Schools; *Rural Youth; School Community Relationship; *School Holding Power; *Vocational Education
IDENTIFIERS- *Australia (Tasmania); Social Capital

A study examined the impact of high school vocational education and training (VET) courses on small, rural communities in Tasmania (Australia). Data were gathered from site visits and integrate these values and concepts into the educational process in a caring fashion. Cultural discontinuity theory can serve as a foundation for this approach. Third, empowering students and communities necessitates correcting the imbalance of power that has kept the voices of Native Americans out of the academic dialogue. The classroom can serve as a forum for challenging social inequalities; the capacity of students to assume teaching and learning roles can be recognized; and universities can involve tribal communities in defining educational needs, developing curricula, and evaluating outcomes. Curricula of higher educational institutions that attend to the needs of all could be powerful catalysts for social change. (Contains 48 references.) (TD)

ED 448 964   RC 022 724

Mearns, Curt
Title IX Program Evaluation: Corresponding with FY 98 Application for Grants. Albuquerque Public Schools, 1997-98.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *American Indian Education; Cultural Awareness; Elementary Secondary Education; *Intervention; *Parent Participation; *Professional Development; *Program Effectiveness; Program Evaluation; Service Learning; *Tutoring
IDENTIFIERS- *Albuquerque Public Schools NM; American Indian Students; Johnson O Malley Act; Title IX Education Amendments 1972

Title IX and Johnson O'Malley services were provided to 1,495 Native American students at 10 Albuquerque (New Mexico) elementary, middle, and high schools and the Homework Center during the 1997-98 school year. The five goals of the Title IX program were to provide: (1) intervention assistance for students, in which students, parents, and staff set goals in areas such as attendance and behavior problems; (2) tutoring assistance, which focused on language arts and math at the elementary level and added science and social studies at the secondary level; (3) student participation in cultural, social, or academic activities to promote good citizenship, community service, and personal responsibility; (4) parent participation in cultural, social, or academic activities, promoted through announcements in newsletters, letters sent home with students, and announcements at parent meetings; and (5) professional development in sensitive cultural issues that impact Native American student performance. In intervention and tutoring assistance, each school level surpassed its goal. The homework center was most effective, followed by assistance at the middle and elementary school levels. Students reported 99.5 percent of the time that the social, cultural, and academic activities were beneficial. Because of low survey response rates, parent participation was difficult to evaluate, but 88 percent of the 18 respondents thought the activities were beneficial to students. Ninety-eight percent of respondents thought that the professional development was somewhat beneficial. (TD)

ED 448 965   RC 022 725

Mearns, Curt
Unified Education System: From Implementation to Evaluation, 1997-

Evaluation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Institute of International Education, New York, NY.
PUB DATE- 99
NOTE- 66p.; Based on a 1989 publication of the same name by Bruce A. Miller. For related books in the series, see RC 022 770-775. Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Class Activities; *Class Organization; *Classroom Techniques; Cooperative Learning; Elementary Education; Grouping (Instructional Purposes); Instructional Effectiveness; *Multigraded Classes; School Schedules; Student Evaluation; Student Motivation; *Time Management; Time on Task
IDENTIFIERS- *Task Structure; Teacher Planning

In multigrade instruction, children of at least a 2-year grade span and diverse ability levels are grouped in a single classroom and share experiences involving intellectual, academic, and social skills. "The Multigrade Classroom" is a seven-book series that reviews current research on multigrade instruction, identifies key issues teachers face in a multigrade setting, and provides a set of resource guides for multigrade teachers. Book 4 presents research-based guidelines for planning, developing, and implementing instructional strategies. A formula is presented for determining the amount of learning time occurring, and a model outlines key dimensions of "effective" learning time. Sample multigrade schedules are presented for grades 1-3 and grades 1-8. Interactions of student effort, motivation, and self-concept are discussed, along with effects of instructional organization and teacher expectations. The advantages and disadvantages of competitive, individualistic, and cooperative goal structures in the classroom are outlined. In the unidimensional classroom, single-task learning structure and evaluation procedures produce a view of academic ability based on competition and curtail learning opportunities for lower-performing students. In contrast, the multidimensional/multiability classroom develops cooperative work norms. Guidelines outline the appropriate use of various task structures. The overall structure of the planned curriculum is briefly discussed, and suggestions are offered for planning curriculum: determining what students know, taking stock of available resources, and evaluating what students have learned. Sample evaluation practices in multigrade classrooms are described. Implications of the standards movement for small, rural multigrade schools are discussed. (Contains 43 references and 8 resources.) (SV)

ED 448 982 RC 022 773

Vincent, Susan, Ed.
The Multigrade Classroom: A Resource Handbook for Small, Rural Schools. Book 5: Instructional Delivery and Grouping.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Institute of International Education, New York, NY.
PUB DATE- 99
NOTE- 85p.; Based on a 1989 publication of the same name by Bruce A. Miller. For related books in the series, see RC 022 770-775. Cover title varies.

NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Engineering Education; *Evaluation; Futures (of Society); Science Education; Technology
IDENTIFIERS- *National Science Foundation

This document reports the findings and recommendations of the Task Force on the Environment, which was established in 1998 to provide guidance to the National Science Foundation (NSF). The Task Force was charged with two major responsibilities: (1) reviewing the scope of current NSF activities related to research, education, and scientific assessment on the environment; and (2) developing guidance for NSF at the policy level that would be used to design an appropriate portfolio of activities consistent with the overall National Science and Technology Council strategy, the goals of the NSF Strategic Plan, and the activities of other agencies and organizations that support related programs. Chapters include: (1) Introduction; (2) The Larger Context for NSF-Supported Environmental Research, Education, and Scientific Assessment; (3) Scope of NSF's Current Environmental Activities; (4) Input Received about Unmet Needs and Opportunities; (5) Findings and Recommendations; and (6) Conclusion. The appendices contain the charge to the Task Force on the Environment, literature compiled and considered by the board, sources of public comments before the release of the interim report, sources of public comments after the release of the interim report, a letter from the President's Committee of Advisors on science and technology, selected centers supported by NSF, and acronyms and abbreviations. (YDS)

ED 449 002 SE 064 092

Environmental Education Materials: Guidelines for Excellence Workbook. Bridging Theory & Practice.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC.; Northern Illinois Univ., De Kalb.; National Environmental Education and Training Foundation, Washington, DC.
PUB DATE- 00
NOTE- 63p.; Part of the National Project for Excellence in Environmental Education. The workbook co-writers were Mary Vymetal-Taylor and Robert Carter. Funded through the Environmental Education and Training Partnership (EETAP).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; Instructional Materials; Recycling; Student Evaluation; Teaching Methods; Workbooks
IDENTIFIERS- Conceptual Frameworks

This workbook is designed for use with "Environmental Education Materials: Guidelines for Excellence." The workbook is divided into six sections that correspond to the six key characteristics found in the Materials Guidelines: (1) fairness and accuracy; (2) depth; (3) emphasis on skills building; (4) action orientation; (5) instructional soundness; and (6) usability. Activities and examples, glossary terms, and selected references are provided after each key characteristics page in order to achieve the section's objectives. (Author/YDS)

ED 449 025 SE 064 477

Women, Minorities, and Persons with Disabilities in Science and Engineering: 2000.
PUB DATE- 00
NOTE- 289p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Degrees (Academic); *Disabilities; Employment; Engineering Education; Females; *Gender Issues; Graduates; Higher Education; *Minority Groups; Science Education; Tables (Data); Undergraduate Students
IDENTIFIERS- *National Science Foundation

This report provides data on the participation of women, minorities, and persons with disabilities in science and engineering education and employment. The data and analyses can be used to track progress, inform the development of policies to increase participation in science and engineering, and evaluate the effectiveness of such policies. The report consists of an introduction, five chapters, and two appendices. The chapters concern undergraduate enrollment, undergraduate degrees, graduate enrollment, graduate degrees, and science and engineering employment. The appendices contain technical notes and statistical tables. (SAH)

ED 449 026 SE 064 479

Johnson, Jean M.
Human Resources Contributions to U.S. Science and Engineering from China. SRS Issue Brief.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Chinese; *Engineering Education; Foreign Countries; *Graduate Students; Higher Education; *Science Education
IDENTIFIERS- China

This issue brief presents trends in the flow of Chinese graduate students in science and engineering to U.S. universities, their contribution to U.S. academic research, and their subsequent employment in the U.S. highly skilled labor force in postdoctoral appointments and other employment. While graduate students, Chinese students who earned a science and/or engineering (S&E) doctorate (21,600) in the United States between 1986 and 1998 conducted basic and applied research at U.S. universities and helped teach students in science, mathematics, and engineering. After earning their degrees, Chinese postdoctorates have contributed to research at U.S. universities and elsewhere. Chinese-born scientists and engineers are part of the U.S. technical labor force, particularly in business and industry. (ASK)

ED 449 027 SE 064 480

Zeidler, Dana L.; Sadler, Troy D.
Bad Science and Its Social Implications: Historical Perspectives.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Meeting of the Southeastern Association for the Education of Teachers in

It suggests using the Internet for maps, pictures, photos, and general information. The paper provides a short description of the Western heritage of select sites in Alaska, Arizona, California, Idaho, Montana, Nevada, Oregon, Utah, Washington, and Wyoming. (Contains 13 suggestions for further reading.) (BT)

ED 449 048 SO 031 537

Riley, Karen L.; Stern, Barbara Slater
Selling Democracy: Revisiting Rugg for the Next Millennium.
PUB DATE- 99
NOTE- 30p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (79th, Orlando, FL, November 19-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Freedom; *Controversial Issues (Course Content); *Democracy; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Progressive Education; Public Education; Social Studies; Student Reaction; *Teacher Role
IDENTIFIERS- Proposition 187 (California 1994); Reconstructive Approach; *Rugg (Harold Ordwell); *Social Justice

The selling of academic freedom, both on college campuses and in public schools, reflects a certain tension between liberal and conservative forces. Over half a century ago, Harold Rugg's writings, like his textbooks, looked at social problems and how they could be solved. Rugg fell victim to those academic silencers, or gatekeepers of democracy, who curiously chose to view his work as un-American. This paper explores two questions: Is teaching about social justice necessarily anti-American or anti-democratic? and How is the issue of academic freedom connected to the common understanding of democracy? The methods and techniques employed to answer these questions include an interpretation of background studies on Harold Rugg's work and ideas, and an overview of the issue of academic freedom. The paper explains an earlier study, "Shaping the Social Educator," based on California's Proposition 187, which asked to what extent preservice teachers viewed their role as that of the social educator. Considers the extent to which "reconstructionist thought" could be inculcated in preservice teachers across all disciplines and grade levels in the foundations of education course work. (Contains 66 references.) (BT)

ED 449 049 SO 031 858

Arizona Standards: Social Studies Standards (Adopted by the State Board on 3/27/00).
PUB DATE- 00
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Citizenship Education; Civics; Economics; Elementary Secondary Education; Geography; History; Physical Geography; *Public Schools; *Social Studies; *State Standards; Student Educational Objectives

teacher educators implement the various national and state standards in their classrooms. The collection illustrates how classroom implementation can be achieved through the application of the powerful teaching and learning principles devised by National Council for the Social Studies (NCSS). Following an introduction, "The Social Studies Standards Movement and Powerful Teaching: From Congress to the Classroom" (William W. Wilen), the collection consists of 13 lesson plans covering all 10 thematic strands of the NCSS Curriculum Standards for Social Studies: "Images of the West" (Peggy Altoff; Sari Bennett) (Middle School/High School); "Trade Routes in the Old Northwest--1790-1850" (Cameron Buckland) (Eleventh Grade); "Surveying Japanese Students: Comparing Students from Different Cultures" (William P. Fitzhugh) (Grades 3-5); "The Culture of Native Americans" (Larry Fontanarosa) (Eighth Grade); "Constantine Village Cemetery--A Bridge to Today" (Elvin W. Keith III) (Eleventh Grade); "Unions and Collective Bargaining" (Mike Koren) (Sixth Grade); "Transportation on the Move" (Paula Ann Mulford) (First Grade); "Glidden's Patent Application for Barbed Wire" (Emily Ray; Wynell Schamel) (Middle School/High School); "Two Tickets to Freedom" (Patricia King Robeson) (Fifth Grade); "Prejudice and Values" (Walter F. Urbanek) (Ninth Grade); "Simulation on Ethical and Moral Citizen Responsibilities" (Helen O. Willey) (High School); "Uncovering Pompeii: Examining Evidence" (Michael M. Yell) (Middle School); and "Global Reflections in Economic Decision Making" (Suzanne C. Zaremba) (Third Grade). (BT)

ED 449 072   SO 032 429

Watt, Michael G.
Applications of Information Technology for Standards-Based Reform in the United States of America: Their Implications for the Discovering Democracy Program in Australia.
PUB DATE- 00
NOTE- 28p.; Paper presented at the Conference of the New Zealand Association for Research in Education (Hamilton, New Zealand, November 30-December 3, 2000). Contributions to paper provided by Noel Simpson, Declan O'Connell, Robert Moore, Kay Wideman, Heidi McGinley, Michael Tillman, Christine Jax, Patricia Webster, Richard La Pointe, Jo Lynne DeMary, and Paul Stapleton.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Citizenship Education; Civics; Comparative Education; *Curriculum Development; Democracy; Educational Research; Elementary Secondary Education; Foreign Countries; *Information Technology; *National Standards; Program Evaluation; *State Departments of Education
IDENTIFIERS- Australia; Prototypes; Web Sites

An evaluation of the "Discovering Democracy" program, launched by the Commonwealth government in May 1997 to provide civics and citizenship education in schools across Australia, recommended developing a Web site to disseminate curriculum resources. This paper defines a prototype by examining the features of Web sites established by state education agencies in the United States to promote standards-based reform. After presenting overviews of standards-based reforms, the paper describes, through a series of case studies focusing on particular states, specific applications for jurying and organizing lesson plans, assessment techniques, and curriculum resources. It concludes by assessing the implications of applying each feature to the photos, and general information. The paper provides a short description of the heritage of select sites in Arkansas, Colorado, Kansas, Missouri, New Mexico, Oklahoma, and Texas. (Contains 13 suggestions for further reading.) (BT)

ED 449 095   SO 032 478

Hilke, Eileen Veronica
Children's Literature and the K-4 Social Studies Standards. Fastback 453.
PUB DATE- 99
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Standards; *Childrens Literature; Elementary Education; Literary Devices; *National Standards; *Social Studies; *Teacher Role; *Thematic Approach
IDENTIFIERS- National Council for the Social Studies; National Social Studies Standards; *Trade Books

When selecting a trade book for use in the social studies classroom, teachers must ensure that it represents high quality literature that will be interesting to students. This process involves examining such literary elements as characterization, plot, theme, setting, author's style, and point of view. The book must also match the theme or goal in question, and it must be free of biases and stereotypes. In addition, teachers should select from a variety of genres. The National Council for the Social Studies developed 10 thematic "strands" on which to base teaching. These themes include: (1) Culture; (2) Time, Continuity, and Change; (3) People, Places, and Environments; (4) Individual Development and Identity; (5) Individuals, Groups, and Institutions; (6) Power, Authority, and Governance; (7) Production, Distribution, and Consumption; (8) Science, Technology, and Society; (9) Global Connections; and (10) Civic Ideals and Practices. This fastback offers a brief synopsis of these thematic strands, lists appropriate children's trade books, and suggests activities to bring the standards and children's literature together at the K-4 level. (BT)

ED 449 096   SO 032 481

Watt, Helen M. G.
Exploring Perceived Personal and Social Gender Stereotypes of Maths with Secondary Students: An Explanation for Continued Gender Differences in Participation?
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Sydney, Australia, December 4-7, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Career Planning; *Course Selection (Students); Foreign Countries; Gender Issues; Longitudinal Studies; *Mathematics; Secondary Education; *Sex Stereotypes; *Student Attitudes
IDENTIFIERS- *Australia (New South Wales)

In New South Wales, Australia, a longitudinal study of 3 sequential cohorts over three years (N=428, 436, 459 for cohorts 1 to 3 respectively) indicated their intended levels of participation in both Higher School Certificate (HSC) mathematics course selection and career plans, revealing a

Profession, discusses minority teacher shortages; hiring standards; programs at Norfolk State University, Colorado State University, and South Carolina Center for Teacher Recruitment; and promising teacher recruitment initiatives. Chapter 3, Improving Teacher Preparation, discusses programs at Alverno College, the University of Cincinnati, and the University of Texas at El Paso, describing promising teacher education programs. Chapter 4, Raising Licensing and Certification Standards, discusses Indiana's New Professional Teacher System; Connecticut's Continuum for Quality; the National Board of Standards as a catalyst in North Carolina and Ohio; and promising ways to improve licensing and certification. Chapter 5, Induction of New Teachers, discusses Delaware's Mentoring Program; Ohio's Peer Assistance and Review Program; Nebraska's CADRE Project; and promising induction programs for beginning teachers. Chapter 6, Improving Professional Development Practices, discusses San Francisco's Renewal of Professional Development, Partnerships in southern Maine, Georgia's League of Professional Schools, and promising professional development programs. Chapter 7, Improving Teacher Accountability and Incentives, discusses Rochester, New York's Career in Teaching Program; Minneapolis, Minnesota's Accountability for All; Rhode Island's Recognition of Teachers; and promising teacher accountability programs. (SM)

ED 449 118   SP 039 617

Reed, Diane S.; McNergney, Robert F.
Evaluating Technology-Based Curriculum Materials. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Constructivism (Learning); Content Analysis; *Curriculum Evaluation; *Educational Technology; Elementary Secondary Education; Evaluation Methods; Performance Based Assessment; Student Evaluation
IDENTIFIERS- Authenticity; ERIC Digests

Technology alone will not improve educational quality, but when integrated with curriculum and instruction, it is a powerful tool. This digest reviews how educators can evaluate technology-based curriculum materials for use in classrooms. Authenticity is key to evaluating technology-based curriculum materials. To promote authenticity, learning assessment tools should pull students in desirable directions. Constructivist language permeates the technology literature. Technology can help teachers and students become co-learners who collaboratively construct knowledge. In evaluating curriculum materials, curriculum evaluators should prepare their own assessment criteria tailored to the planned instructional context. An important distinction in evaluating digital content is whether a product emphasizes open-ended exploration or drill-and-practice. When integrated effectively into the curriculum, digital content lets students seek and manipulate digital information in collaborative, creative, and engaging ways. Evaluators must consider the hardware and software requirements of the curriculum, whether teachers have ready access to them, and how much training teachers need. The primary goal of technology assessment is measuring student engagement as teacher education. Entitled Project EXPERT (Expanding Educational Repertoire through Technology), the effort called for graduate school faculty to learn to use technology in their own classrooms and to redesign their courses, students' supervised fieldwork experiences, and students' culminating projects to effectively use technology. Project goals were to prepare classroom teachers to use technology wisely with students and to provide leadership in the area of instructional technology and assessment. Project EXPERT was a whole-school model for technology integration in the context of curricular reform. This paper describes the development and first-year implementation of Project EXPERT, noting lessons learned (e.g., curriculum reform and technology integration seem ideally matched in theory, but can present problems in practice; online discussion forums were the first technology to interest faculty; and for many faculty, curricular reform was not originally a matter of changing teaching practice, but rather of including a wider set of perspectives in their courses, particularly an emphasis on inclusion, diversity, and use of the arts). Revisions made after the first year focused on faculty training, curricular redesign, and K-12 teacher involvement. (SM)

ED 449 139   SP 039 714

Cibulka, James; Coursey, Sharon; Nakayama, Michelle; Price, Jeremy; Stewart, Shelley
Schools as Learning Organizations: A Review of the Literature. The Creation of High-Performance Schools through Organizational and Individual Learning (Part One of Three).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 92p.; Part one of three. For parts two and three, see SP 039 715-716.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cognitive Style; Context Effect; *Educational Policy; Elementary Secondary Education; *Faculty Development; Leadership; *Learning Strategies; Teacher Improvement; *Teachers; Teaching Skills
IDENTIFIERS- *Learning Communities; *Learning Organizations; Teacher Knowledge

This literature review provides a policy-oriented overview of the major work on schools as learning organizations. It is representative of the literature through 1999. The first section, "Learning Organizations in Non-School Settings," discusses what organizational literature has to offer the discussion of learning communities or learning organizations. It highlights definitions of organizational learning; individual and group learning; cognition and behavior as objects of attention; knowledge and skills or values and attitudes; open system requirements in learning organizations; structural and interpretive approaches; and knowledge as description or prescriptions for improvement. The second section, "Learning Organizations in School Settings," reviews educational literature that relates to learning communities, looking first at individual learning perspectives of students and teachers and then at the collective learning in schools. The third section, "Contextual Factors Affecting Learning Communities: Policy and Leadership," discusses contextual factors affecting learning communities in schools, namely, the policy context and changing leadership requirements. The

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; Advocacy; *Comprehensive School Health Education; Curriculum Development; Developmental Stages; Elementary Secondary Education; Inservice Teacher Education; Parent Participation; Politics of Education; Self Esteem; Sex Education; Sexuality
IDENTIFIERS- Abstinence; Psychosocial Factors; Risk Reduction; Risk Taking Behavior; Sexually Transmitted Diseases

This booklet focuses on the importance of national implementation of comprehensive, effective human immunodeficiency virus (HIV) education for students in school, explaining that prevention education is most effective if initiated before students start to engage in risky behaviors and is reinforced from then on. This booklet examines: "The Work of Prevention"; "Developing HIV Education" (risk behaviors, matching message to maturity, healthy sexuality and relationships, the role of self-esteem, fear and education, and teens and awareness of risk); "Barriers to Effective HIV Education"; "The Politics of HIV Education" (abstinence-based versus abstinence-only programs, research on HIV education, the role of advocacy, and family involvement and local norms); "Professional Training in HIV Education" (inservice training and psychosocial issues in teacher training); and "Model HIV Education Curricula" (elementary, middle, high school, and community-based). The booklet concludes that informed educators can contribute significantly to public advocacy for effective and comprehensive school-based HIV education. A list of resources is included. (SM)

ED 449 159   SP 039 744

Chandler, Gary L.
An Invitation to Physical Education. Fastback 452.
PUB DATE- 99
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Collegiality; Educational Environment; Elementary Secondary Education; Interpersonal Competence; *Physical Education Teachers; Teacher Attitudes; Teacher Expectations of Students; Teacher Role; *Teacher Student Relationship
IDENTIFIERS- *Invitational Education

This booklet, which is based on the philosophy of invitational education, focuses on physical education. It is designed to encourage educators to become aware of the messages they send to students; messages that are general and subtle as well as messages that are direct, specific, and personal. This awareness leads to becoming consistently, intentionally inviting. After an introduction, the booklet focuses on: "The Invitational Education Philosophy" (four assumptions of invitational practice and four categories of invitational practice); "The Role of the Inviting Physical Educator"; "Basic Techniques of Invitational Physical Education" (using the power of an invitation, focusing on individuals, collaborating with colleagues, and exercising honesty, responsibility, and persistence); "Invitational Strategies for Physical Education" (creating an inviting physical environment, using effective people skills, making specialized invitations, working on attitude, and involving others); and "Inventory of Physical Education Invitations." The booklet concludes that the principles and strategies of invitational education can transform physical education into a positive, affirming students need to have quality activities and experiences. It is also important to assess the organizational structure of the social studies curriculum, focusing on separate subjects, a correlated approach, fused procedures that link all the social science disciplines, and an integrated academic curriculum that uses problem solving situations. (SLD)

ED 449 181 TM 032 262

Jennings, Tara A.; Kovalski, Theresa M.; Behrens, John T.
Predicting Academic Achievement Using Archival Mobility Data.
PUB DATE- 00
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Attendance; Definitions; Elementary Education; Elementary Schools; Measurement Techniques; *Prediction; Regression (Statistics); School Demography; *Student Mobility; Student Records
IDENTIFIERS- *Arizona

Educators consider student mobility one of the most important variables associated with achievement, but there is little agreement on how to measure mobility. The purpose of this study was to examine the relationship between academic achievement and a variety of possible definitions of mobility using archival school attendance records. A second purpose was to examine the relative value of using mobility as a predictor of achievement in the context of other demographic predictors of achievement. In addition, the stability of these relationships was assessed across several years of data. School-level archival data was obtained for all public elementary schools in Arizona, and the data from grades 3 through 8 were examined. Mobility figures were calculated using school-level counts of entrances and withdrawals for 1997 and 1998. Eleven mobility formulas were examined, and more than half of these were shown to have better correlations with achievement than the formula implied by the definition adopted by the Arizona Department of Education. Several predictors of academic achievement were examined, including free and reduced lunch percentages, numbers of students of limited English proficiency, absence rate, and mobility. Regression results indicate that mobility does not add any predictive power above and beyond other demographic variables considered. The implications of these results are discussed. (Contains 6 tables, 10 figures, and 25 references.) (SLD)

ED 449 182 TM 032 290

Kim, Jong-Pil
Meta-Analysis of Equivalence of Computerized and P&P Tests on Ability Measures.
PUB DATE- 99
NOTE- 45p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 13-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

Dillow, Sally
Education Statistics Quarterly, Fall 2000.
PUB DATE- 00
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Educational Attainment; *Educational Research; *Elementary Secondary Education; *Enrollment Projections; *Higher Education; Research Methodology; *School Statistics; *Teacher Supply and Demand
IDENTIFIERS- *National Center for Education Statistics

The "Education Statistics Quarterly" gives a comprehensive overview of work done across all parts of the National Center for Education Statistics (NCES). Each issue contains short publications, summaries, and descriptions that cover all NCES publications and data products released during a 3-month period. Each message also contains a message from the NCES on a timely topic and a featured topic with invited commentary. This issue contains: (1) "Projections of Education Statistics to 2010" (Debra E. Gerald and William J. Hussar); (2) "Invited Commentary: The Baby Boom Echo Goes to College--By the Millions" (Richard W. Riley); (3) "Invited Commentary: Meeting Greater Expectations and Greater Needs for Education Data" (Lavan Dukes and Edward Croft); (4) "Children Who Enter Kindergarten Late or Repeat Kindergarten: Their Characteristics and Later School Performance" (Jerry West, Anne Meek, and David Hurst); (5) "High School Dropouts, by Race/Ethnicity and Recency of Migration" ("The Condition of Education"); (6) "Teacher Supply in the United States: Sources of Newly Hired Teachers in Public and Private Schools: 1987-88 to 1993-94" (Stephen P. Broughman and Mary R. Rollefson); (7) "Salaries of Teachers" ("The Condition of Education"); (8) "In the Middle: Characteristics of Public Schools with a Focus on Middle Schools" (Martha Naomi Alt and Susan P. Choy); (9) "Condition of America's Public School Facilities: 1999" (Laurie Lewis, Kyle Snow, Elizabeth Farris, Becky Smerdon, Stephanie Cronen, and Jessica Kaplan); (10) "Characteristics of the 100 Largest Public Elementary and Secondary School Districts in the United States: 1998-1999" (Beth Aronstamm Young); (11) "Postsecondary Students with Disabilities: Enrollment, Services, and Persistence" (David Hurst, Ed. and Becky Smerdon, Ed.); (12) "Entry and Persistence of Women and Minorities in College, Science and Engineering Education" (Gary Huang, Nebiyu Taddese, and Elizabeth Walter); (13) "Debt Burden Four Years after College" (Susan P. Choy); (14) "College Quality and the Earnings of Recent College Graduates" (Robert A. Fitzgerald); (15) "Public Libraries in the United States: FY 1997" (Adrienne Chute and P. Elaine Kroe); (16) "Educational Attainment" ("The Condition of Education"); (17) "The Condition of Education: 2000" (National Center for Education Statistics); (18) "Quality Profile for SASS Rounds 1-3: 1987-1995" (Graham Kalton, Marianne Winglee, Sheila Krawchuk, and Daniel Levine); (19) "How Does NAEP Select Schools and Students?" (Alan Vanneman and Sheida White); and (20) "How Does NAEP Ensure Consistency in Scoring?" (Sheida White, Connie Smith, and Alan Vanneman). Each article contains references. (Contains 20 tables and 19 figures.) (SLD)

ED 449 203 TM 032 313

Educational Attainment. Indicator of the Month.
PUB DATE- 00

packages are frequently used and that superior methods, such as parallel analysis, are grossly underused. (Contains 18 references.) (Author/SLD)

ED 449 225 TM 032 370

Capraro, Mary Margaret
"Bigger Is Not Better": Seeking Parsimony in Canonical Correlation Analysis via Variable Deletion Strategies.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; Elementary School Students; Grade 6; Intermediate Grades; *Predictor Variables
IDENTIFIERS- *Parsimony (Statistics)

This paper illustrates the value of applying the law of parsimony to canonical correlation analysis solutions. The primary purpose of parsimony is that the more parsimonious the solution, the more replicable the model will be. The ultimate goal is to estimate an equal or reasonable amount of variance with the smallest variable set possible. A real-world data set is used that is composed of 287 sixth-grade students who were administered a geometry content knowledge test with three levels, a spatial visualization test as criterion variables, and a mathematics attitude survey with six subscales as predictor variables. Three different deletion methods are delineated in the paper that will assist the researcher in deleting predictor or criterion variables to obtain a more parsimonious canonical solution. (Contains 12 tables and 20 references.) (Author/SLD)

ED 449 226 TM 032 371

Henson, Robin K.; Roberts, J. Kyle
A Confirmatory Factor Analysis of Preservice Teachers' Responses to the Attitudes and Beliefs on Classroom Control Inventory.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Classroom Techniques; *Discipline; Educational Environment; Higher Education; Preservice Teacher Education; *Preservice Teachers; *Teacher Attitudes
IDENTIFIERS- *Confirmatory Factor Analysis

This study examined the factorial invariance of scores from the Attitudes and Beliefs on Classroom Control Inventory (ABCC) (Martin and others, 1998) for 243 undergraduate preservice teachers. Although the original ABCC was developed with inservice teachers, use of the instrument to study the classroom beliefs of preservice teachers had not been studied. Confirmatory factor analyses were conducted to test competing hypothesized models concerning score structure. Results indicate overall poor fit of the data across models, calling three teaching career academy programs, and a list of useful resources for establishing a teaching career academy is included. (SLD)

ED 449 247 UD 033 930

High School Teaching Career Academies: Profiles and Practices. Urban Teacher Academy Project.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Academies; Career Education; *High School Students; High Schools; Minority Groups; *Profiles; Program Descriptions; *Program Development; Program Implementation; *Teacher Recruitment; *Teaching (Occupation); Urban Schools; Urban Youth

The Urban Teacher Academy Project (UTAP) promotes the recruitment and preparation of qualified and diverse teachers for urban schools by expanding a school-to-career approach through high school teaching career academies. The UTAP has documented the best practices and developed practical information to guide the formation of career teaching academies through the study of four high school career academy programs in three urban school districts. The programs profiled in this document are: (1) Walton-Lehman Pre-Teaching Academy at Walton High School, New York, New York; (2) The Center for the Teaching Profession at Miami Senior High School, Miami, Florida; (3) Children's Advocacy, Research, Education, and Services Magnet at Miami Norland Senior High School, Miami, Florida; and (4) The Teacher Academy at Mt. Pleasant High School, Providence, Rhode Island. The work of UTAP suggests several key steps for the implementation of successful high school teaching academies. The first is to get support from important stakeholders. Establishing partnerships with institutions of higher education, developing a strong program framework, and taking time to develop a collaborative atmosphere are also essential, as is program evaluation to guide further development. (SLD)

ED 449 248 UD 033 931

Family and Community Involvement: Reaching Out to Diverse Populations = La participacion de la familia y la comunidad: El acercamiento a las diversas poblaciones.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 62p.; This publication was written for SEDL by KSA Plus Communications.
LANGUAGE- Spanish; English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Involvement; Diversity (Student); Elementary Secondary Education; *Family Involvement; *Minority Groups; *Parent Participation; *Program Development

This handbook, in English and Spanish, is designed for educators who want to develop meaningful parent and community involvement that urban elementary schools serving high percentages of low-income students can attain a healthy degree of professional community, and that professional development in such schools can strongly address professional community. Evidence from two schools suggests that professional community can be strengthened by either scripted approaches to professional development or more organic, school-based approaches. (Contains 18 references.) (SM)

ED 449 267 UD 033 954

Youngs, Peter
Connections between District Policy Related to Professional Development and School Capacity in Urban Elementary Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Spencer Foundation, Chicago, IL.; Wisconsin Center for Education Research, Madison.
PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Policy; Elementary Education; *Faculty Development; Program Effectiveness; School Districts; Teacher Collaboration; Urban Schools
IDENTIFIERS- *Capacity Building; *Professional Community; Teacher Knowledge

This study investigated connections between school district policy related to professional development in four urban districts nationwide and school organizational capacity in one elementary school in each district. The elementary schools served large numbers of low-income students, had histories of low achievement, had shown progress in student achievement in recent years related to their sustained professional development, participated in site-based management, and had received significant professional development assistance from one or more external agencies. Researchers made two to four visits to each school for up to 4 days at a time, observing professional development activities and classroom instruction, interviewing school and district staff and external providers of faculty development, and collecting pertinent documents (e.g., achievement data and demographic and fiscal information). Results indicated that school district policy could help schools enhance teachers' knowledge, skills, and dispositions; professional community; and program coherence. Results also showed that the way in which individual schools made use of supportive policies to strengthen capacity depended upon the strong leadership of principals and others. (Contains 28 references.) (SM)

ED 449 268 UD 033 955

Howell, William G.; Wolf, Patrick J.; Peterson, Paul E.; Campbell, David E.
The Effect of School Vouchers on Student Achievement: A Response to Critics. Occasional Paper.
PUB DATE- 00
NOTE- 8p.; For the original study, see UD 033 744. Produced by the Program on Education Policy and Governance, located within the Taubman Center on State and Local Government, John F.

LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Information Policy; *Laws; *Libraries; Library Policy; Library Services; *Public Policy; State Action; State Government; *State Legislation; State Regulation; State Standards
IDENTIFIERS- Michigan

This document presents excerpts and copies of state laws relating to Michigan libraries. The following are included: Preamble of the Constitution of Michigan of 1963; Legislative Council Act (excerpt); Incompatible Public Offices; Freedom of Information Act; Open Meetings Act; Laws, Documents, and Reports (excerpts); Administrative Procedures Act of 1969 (excerpt); Supreme Court Reports; Sale or Exchange of Supreme Court Reports; Furnishing Certain Counties with Laws and Reports; Persons with Disabilities Civil Rights Act; Elliott-Larsen Civil Rights Act; City Library Employees' Retirement System; The Public School Employees Retirement Act of 1979 (excerpt); Optional Unified Form of County Government (excerpts); The Fourth Class City Act (excerpts); The Home Rule City Act (excerpt); Michigan Renaissance Zone Act (excerpt); Investment of Surplus Funds of Political Subdivisions (excerpts); Credit Card Transactions; Municipal Finance Act (excerpts); Budget Hearings of Local Governments; Uniform Budgeting and Accounting Act; Michigan Election Law (excerpts); Michigan Campaign Finance Act (excerpt); General Sales Tax (excerpts); Use Tax Act (excerpt); Income Tax Act of 1967 (excerpt); Single Business Tax Act (excerpts); The General Property Tax Act (excerpts); Property Tax Limitation Act (excerpt); Michigan Vehicle Code (excerpts); Dog Law of 1919 (excerpt); Public Health Code (excerpts); The Revised School Code (excerpts); Library of Michigan Act; Distribution of Penal Fines to Public Libraries; Federal Funds for Library Construction; Library Network Act of 1971; Regional Libraries; The District Library Establishment Act; City, Village, and Township Libraries; Transfer of City Public Libraries; Public Libraries: Bonds; Libraries Under Boards of Education; District Library Financing Act; County Libraries; Township and Village Libraries; Consolidation of Township Libraries; Privately Owned Public Libraries; Public Library: Gifts and Donations; Library Commissions; Free Public Libraries; Public Libraries; State Library for Blind; State Aid to Public Libraries Act; The Library Privacy Act; Michigan Historical Commission (excerpt); Charitable Organizations and Solicitations Act; Michigan Occupational Safety and Health Act (excerpts); Bullard-Plawecki Employee Right To Know Act; Nonprofit Corporation Act (excerpts); Marking Counterfeit, Altered, or Worthless Bills (excerpt); Revised Judicature Act of 1961 (excerpts); Disseminating, Exhibiting, or Displaying Sexually Explicit Matter to Minors; The Michigan Penal Code (excerpts); Obscene Material; and Unauthorized Transfer of Recorded Sound. (AEF)

ED 448 792 IR 057 969

Jenda, Claudine, Comp.
Fee-Based Services. SPEC Kit 259.
PUB DATE- 00
NOTE- 125p.; SPEC Flyer not included with this SPEC Kit. Published six times a year.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)

value and quality of degrees or other credentials. Accreditors are responsible for assuring that institutional transfer practices are consistent with accreditation standards and policies on transfer. They are responsible for maintaining effective communication among accrediting organizations as a means to meet students' needs in the transfer process while also sustaining quality. While acknowledging that accreditation is an important factor, CHEA believes that receiving institutions ought to make clear their institutional reasons for accepting or not accepting credits that students seek to transfer. They also need to assure that students and the public are fully and accurately informed about their respective transfer policies and practices. Appendix contains descriptions of methods of managing transfer available in addition to institutional transfer decision making. (JA)

ED 448 813 JC 010 004

McCabe, Robert H.
No One To Waste: A Report to Public Decision-Makers and Community College Leaders.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 00
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Curriculum Based Assessment; *High Risk Students; *Remedial Instruction; *Remedial Programs; Student Surveys; Two Year Colleges
IDENTIFIERS- *American Association of Community Colleges

Twenty-five community colleges participated in a study that tracked 71 percent of 592 students who successfully enrolled in a remedial program in 1990. Follow-up interviews of program completers gathered information about further education, employment, family, and facts about post-remedial life. A criminal justice search was also conducted on the entire study cohort. These data were the basis for this first comprehensive national study on community college remedial education students. The study found that most successfully remediated students perform well in standard college work, gravitate to occupational programs or direct employment, and become productively employed. While a majority of the remedial students were white non-Hispanic, ethnic minorities were overrepresented in the cohort and even more so in a seriously deficient student sub-cohort, confirming that remedial education is a significant issue for ethnic minorities. While community college remedial programs are cost effective, most colleges fail to use the substantial research concerning successful remedial education, and do not fund programs at a level necessary for successful results. Recommendations include: (1) giving remedial education higher priority and greater institutional and legislative support; (2) requiring assessment and placement of all entering students; and (3) developing a national guide to assist colleges in developing effective remedial education programs. (Contains 15 figures and tables, 45 references and 63 pages.) (PGS)

ED 448 814 JC 010 005

Annual Data Profile, 1998.
PUB DATE- 98
NOTE- 209p.

significantly in terms of their ethnic composition; (2) used more financial aid services, computer services and college sponsored services; (3) reported lower use of the library/learning resources center facilities and services; and (4) were less satisfied with academic advising/course planning, admissions and registration, facilities, and the attitude of non-teaching staff toward students. Some of these differences may be accounted for by STCC's larger proportion of part-time students compared to the national sample. STCC sample students were also given a 33 item follow up survey, and additional information was drawn from a mail survey form of the ACTSOS sent to non-returning students. Findings included: (1) part-time students (and non-returning students) reported lower levels of service use and satisfaction than full-time students; and (2) students generally were satisfied with instructional quality. (PGS)

ED 448 834 JC 010 188

Data Resources for Institutional Effectiveness Measures and Standards, 1999-2000: South Texas Community College.
PUB DATE- 99
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Diversity (Student); *Education Work Relationship; *Enrollment; Job Placement; *Labor Force Development; School Holding Power; Two Year Colleges; *Vocational Education

This document describes various standards and measures of institutional effectiveness for South Texas Community College (STCC) for 1999-2000. It includes descriptions of: (1) total faculty by highest degree earned; (2) proportion of women, minorities and special populations (such as the economically disadvantaged and single parents) in all workforce education enrollment; (3) representation by gender, ethnicity, and special populations of students accepted in competitive programs; (4) completion rates for full-time and part-time students who did and did not receive remediation; (5) retention rates from fall to spring of students who did and did not receive remediation; (6) course completion measures; (7) percentage of non-completers/non-returners who are employed or pursuing additional education; (8) workforce education program enrollment by declared majors and full-time student equivalent; (9) number of workforce education program graduates between 1996 and 1998; and (10) number of workforce graduates placed between 1995 and 1997. Highlights include: (1) faculty holding a bachelor's degree as their highest degree totaled 297, a master's degree 54, and a doctoral degree 47; (2) total college enrollment for 1997-98 was 13,666, 60% of which was female; and (3) 47% of full-time first-time-in-college students not receiving remediation received a degree or certificate or transferred within three years (1995-98). Contains 22 tables. (PGS)

ED 448 835 JC 010 189

Austin Community College Eight-Week Course Feedback Survey: First Eight-Week Session, Fall 1998.
PUB DATE- 98
NOTE- 47p.
LANGUAGE- English

ED 448 855 PS 028 642

Cryer, Debby, Ed.; Harms, Thelma, Ed.
Infants and Toddlers in Out-of-Home Care. A Series from the National Center for Early Development & Learning.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 376p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Attachment Behavior; *Caregiver Child Relationship; Child Development; Child Health; Child Language; Cognitive Development; Cultural Influences; *Day Care; *Day Care Effects; Early Intervention; Family Work Relationship; Infant Care; *Infants; Interpersonal Relationship; Interprofessional Relationship; Language Acquisition; *Parent Child Relationship; Preschool Education; Public Policy; Research and Development; Social Development; Theory Practice Relationship; *Toddlers
IDENTIFIERS- Day Care Quality; Diarrhea; Ecological Perspective; Respiratory Diseases

One of the biggest changes in the lives of children in the United States is the increasing number of infants and toddlers who are cared for outside the home during work hours. This book provides a compilation of information and discussions from a meeting of the National Center for Early Development and Learning, held annually to convene experts around a given topic and generate recommendations for future research, policy, practice, and professional development. The chapters are: (1) "Introduction" (Thelma Harms); (2) "Cognitive Development in Infants: Looking, Listening, and Learning" (Judy S. DeLoache); (3) "Language Development in Early Childhood: The Role of Social Interaction" (Jane R. Katz and Catherine E. Snow); (4) "Social Development, Family, and Attachment Relationships of Infants and Toddlers: Research into Practice" (Carollee Howes); (5) "New Directions for Studying Quality in Programs for Infants and Toddlers" (John M. Love, Helen Raikes, Diane Paulsell, and Ellen Eliason Kisker); (6) "Respiratory Disease in Infants and Toddlers" (Albert M. Collier and Frederick W. Henderson); (7) "Diarrheal Disease in Infants and Toddlers" (Robin B. Churchill and Larry K. Pickering); (8) "The Early Intervention System and Out-of-Home Child Care" (Michael J. Guralnick); (9) "The Cultural Context of Infant and Toddler Care" (Judith K. Bernhard and Janet Gonzalez-Mena); (10) "Supporting Infants and Toddlers: The Nascent Policy Agenda" (Sharon Lynn Kagan and Kathryn Taaffe McLearn); (11) "Supporting Families as Primary Caregivers: The Role of the Workplace" (Ellen Galinsky and James T. Bond); and (12) "The Whole Child: Transdisciplinary Implications for Infant and Toddler Care" (Debby Cryer). Each chapter contains references. (KB)

ED 448 856 PS 028 787

Helm, Judy Harris; Katz, Lilian G.
Young Investigators: The Project Approach in the Early Years. Early Childhood Education Series.
PUB DATE- 01
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

selected from the same households as the above parents). Findings revealed that parents and children were of different minds regarding giving personal information to Web sites. Ten- to 17-year-olds were much more likely than parents to say it was alright to give sensitive personal and family information to commercial Web sites in exchange for free gifts. Almost half of parents were not aware that Web sites gathered information on users without users' awareness. Sixty-one percent of parents said they were more concerned about 13- to 17-year-olds than they were about younger children revealing sensitive information to marketers. Although 69 percent of parents and 66 percent of children said that they have had discussions about what kind of information to reveal to Web sites, 41 percent of parents and 36 percent of 10- to 17-year-olds reported incidents of disagreement, worry, or anger over children's release of information on the Web. A small portion of parents believed in the Web's power to help their children grow. Parents were evenly divided on whether the Web would powerfully harm young minds. (KB)

ED 448 875   PS 029 097

Lea, Martha
The Use of Open and Distance Learning in Pre-School Teacher Education. Report.
PUB DATE- 00
NOTE- 33p.; Research is part of the Socrates Project at Stavanger University College and Bergen College, Norway; Northern College Scotland; and Iceland University of Education (Fosturskoli Islands).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Distance Education; Educational Innovation; Faculty Development; Foreign Countries; Models; Preschool Education; Program Descriptions; *Teacher Education; *Teacher Education Programs; Teacher Educators; Teacher Role
IDENTIFIERS- Iceland; Norway; Scotland

This research evaluated the use of open and distance learning in preschool teacher training in Norway, Scotland, and Iceland. A model of preschool teacher education was developed in which students received a 3-year educational program over 4 years while working as kindergarten assistants. The program operated through the collaboration of university and local authorities. Local study groups met once weekly in a regional study room. Four regional groups met six times yearly. The entire student group met six to seven times yearly for direct teaching at the college. Teaching methods used were written communication (computer, study letter, telefax), sound-picture communication (videos, sound tapes), and oral communication (telephone, central meetings). Evaluations were based on interviews with 27 teachers at 2 colleges in Norway, 10 teachers from 1 college in Scotland, and 12 teachers from 1 college in Iceland. Results were categorized in the following areas: (1) challenge of using different teaching methods in different subjects; (2) professional aspects of using distance learning, including the development of responsibility, reflection, problem-solving, and cooperation; (3) the teacher and student role; and (4) flexible teaching in ordinarily organized teacher education. The results indicated that the most important challenge was for teachers and students to bridge the distance between them. It was important for students and teachers to be confident in equipment use and for technical expertise to be readily

Each area includes facilitator notes for activities and handouts for parents. (HTH)

ED 448 894   PS 029 119

Building Their Futures: How Early Head Start Programs Are Enhancing the Lives of Infants and Toddlers in Low-Income Families. Summary Report.
PUB DATE- 01
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Family Programs; Infants; Low Income; *Outcomes of Education; *Parent Education; *Preschool Education; *Program Effectiveness; Program Evaluation; Toddlers
IDENTIFIERS- *Early Head Start; Family Support

Early Head Start began with 68 new programs in 1995, and today, more than 600 programs serve some 45,000 low-income families with infants and toddlers. This two-generation program provides high-quality child and family development services, a focus on staff development, and a commitment to community partnerships. A rigorous national evaluation, including about 3,000 children and families in 17 sites, began in 1995. This summary report highlights the first main impact findings emerging from the analysis of child and family outcomes through the first 2 years of the children's lives. The evaluation found that after a year or more of program services, when compared with a randomly assigned control group, 2-year-old Early Head Start children performed significantly better on a range of measures of cognitive, language, and social-emotional development. Their parents scored significantly higher than control group parents on many of the measures of the home environment, parenting behavior, and knowledge of infant-toddler development. Early Head Start families were more likely to attend school or job training and experienced reductions in parenting stress and family conflict. Although these impacts are generally modest in size, the pattern of positive findings across a wide range of key domains important for children's well-being and future development is promising, because the pattern is consistent across multiple domains of child and family functioning known to be associated with later child outcomes, including social abilities, literacy, and school readiness. (A list of members of the Early Head Start Research Consortium is appended.) (HTH)

ED 448 895   PS 029 120

Wade, Patricia C.
Children's Program Outcome Review Team: 1999 Evaluation Results.
PUB DATE- 00
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Welfare; Children; *Foster Care; *Foster Children; Foster Family; Program Effectiveness; *Program Evaluation; Social Workers; Well Being
IDENTIFIERS- Family Support; *Tennessee

In its sixth year of evaluating children's services, the Children's Program Outcome Review Team (C-PORT), under the direction of the Tennessee Commission on Children and Youth, continued to collect and analyze data to improve implementation critical lessons learned from educators attempting to improve middle grades education across the country over the past decade, and bridges the gap between education researchers and practitioners by translating a wealth of recent research into practical guidance for front-line educators. The volume emphasizes that in addition to structural changes in the classroom and schools, educators must also make substantial, far-reaching changes in curriculum, student assessment, and instruction to improve student learning. The chapters are: (1) "'Turning Points': A Decade Later"; (2) "'Turning Points 2000': A Design for Improving Middle Grades Education"; (3) "Curriculum and Assessment To Improve Teaching and Learning"; (4) "Designing Instruction To Improve Teaching and Learning"; (5) "Expert Teachers for Middle Grades Schools: Pre-Service Preparation and Professional Development"; (6) "Organizing Relationships for Learning"; (7) "Democratic Governance To Improve Student Learning"; (8) "A Safe and Healthy School Environment"; (9) "Involving Parents and Communities"; and (10) "Taking Action: Challenges and Opportunities." (Contains 409 references.) (HTH)

ED 448 911 PS 029 138

Friedman, Isaac A.
Coping Patterns in Adolescent Decision-Making: The Deliberation-Resolution Approach.
PUB DATE- 00
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Coping; *Decision Making; Foreign Countries; High School Students; High Schools; Models; *Problem Solving; Self Esteem

The deliberation-resolution approach was used to study how adolescents cope with decision making. Deliberation involves identifying the problem, then exploring it, and developing a range of alternative solutions. Resolution means a clear, stable choice of one of the options with contingency plans should these be needed. Decision-making workshops and two empirical studies identified four principal decision-making patterns used by adolescents: (1) thoughtful determination; (2) vacillation; (3) shallowness; and (4) avoidance. It was found that thoughtful determination was reported as the most common coping pattern. It was also found that only 44 percent of the high school students reported that they felt experienced enough in making decisions, although some 60 percent of them reported that they felt confident enough to do so. Statistically significant and meaningful correlations were found between the adolescents' sense of confidence and thoughtful determination. Negative correlations were found between sense of confidence, experience in making decisions, vacillation, and shallowness. Suggestions for improving adolescent decision making were developed. (Contains 18 references.) (Author/KB)

ED 448 912 PS 029 139

Paris, Joel
Myths of Childhood.
PUB DATE- 00
NOTE- 227p.

projects matching student interest related to the following learning centers: (1) water table; (2) Internet browser table; (3) light table; (4) drama center; (5) art center; (6) balance scale; and (7) e-mail center. Each lesson plan lists the learning objectives corresponding to the High/Scope preschool key experiences, and delineates instructions and materials necessary for a teacher-guided activity, a learning center activity, and extended activities for further exploration. Chapter 9 provides additional resources. (KB)

ED 448 929   PS 029 160

Kolbe, Ursula; Smyth, Jane
Drawing and Painting with Under-Threes.
PUB DATE- 00
NOTE- 25p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Materials; Caregiver Child Relationship; *Childrens Art; Creative Art; Freehand Drawing; Painting (Visual Arts); Preschool Education; *Teacher Role; Teacher Student Relationship; *Toddlers

Noting that drawing and painting offer very young children powerful ways to explore and communicate thoughts and feelings, this booklet for caregivers and teachers offers suggestions related to painting and drawing for children under 3 years. The booklet discusses what young children can do with drawing and painting materials, including exploring and gaining control of materials. The booklet further presents information on how children develop drawing and painting skills, noting that regular opportunities to use good materials in the company of an interested adult and other children encourages the gradual development of more complex arrangements of lines, dots, and shapes. The adult's role in the process is discussed, with suggestions provided for things to say, and suggestions for supporting, enhancing, and extending children's abilities. Also examined in this booklet are the use of space and the selection of materials and equipment. Recipes for paint using corn-flour paste and food dye are included. (KB)

ED 448 930   PS 029 161

Giannetti, Charlene C.; Sagarese, Margaret
The Roller-Coaster Years: Raising Your Child through the Maddening yet Magical Middle School Years. A Comprehensive Guide for Parents of 10- to 15-Year-Olds.
PUB DATE- 97
NOTE- 329p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescent Development; *Child Rearing; Childhood Needs; *Early Adolescents; Emotional Development; *Individual Development; *Middle School Students; Middle Schools; *Parent Child Relationship; Parent Education; Parent Student Relationship; Parenting Skills; Peer Relationship; Personal

interviews with school principals, VET coordinators, and VET students from three rural Tasmanian high schools. Findings show that the programs met the immediate training needs of current students, young adults seeking training to receive the Common Youth Allowance, and mature adults wanting to update their skills. The programs also provided opportunities for lifelong learning. Partnerships that evolved between schools and local employers to expand VET programs were recognized as important to community renewal. The need to travel to a major regional center to complete grades 11 and 12 was a major cause for high dropout rates among rural students. VET programs have partially redressed the lack of educational opportunities available to rural students and adults, and have improved previously low retention rates beyond grade 10. Benefits to participants included gaining training while living at home, gaining self-confidence before entering the workforce, and having access to work-based education. The presence of adult learners in the schools was a positive influence on school culture, providing valuable role models to younger and less motivated students. Factors responsible for the success of these programs included commitment and enthusiasm from principals, teachers, and senior staff; ability of schools to involve the local community; supportive educational environment; school culture that values adult learners; and flexibility to cater to individual needs. (TD)

ED 440 946   RC 022 687

Jonas, William
Social Justice Report, 1999. Aboriginal and Torres Strait Islander Social Justice Commissioner, HREOC. Report to the Attorney-General as Required by Section 46C(1)(a) of the Human Rights and Equal Opportunity Commission Act 1986.
PUB DATE- 99
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Bilingual Education; *Civil Rights; Demography; *Disadvantaged Youth; Educational Attainment; Ethnicity; Foreign Countries; *Indigenous Populations; Juvenile Justice; *Public Policy; Racial Discrimination; Reverse Discrimination; Self Concept; Self Determination; Young Adults
IDENTIFIERS- *Aboriginal Australians; Australia; *Social Justice

This report examines the disadvantaged and marginalized condition of the Indigenous peoples of Australia as a human rights issue, focusing on issues concerning Indigenous young people. Permeating the report is the idea that this disadvantage arises from a history of overt and structural discrimination and that special efforts and differential treatment are necessary and appropriate to redress disadvantage and achieve equality in Australian society. Chapter 1 examines current themes in debates about Indigenous policy: moving beyond welfare dependency, accountability of Indigenous programs and services, Indigenous participation in government decisions that affect them, and the national reconciliation process. Chapter 2 profiles Indigenous youth, aged 15-29, and aspects of disadvantage. Demographic and other data include population size, age structure, income, unemployment, overcrowded housing, participation in secondary and higher education, native language use, birth rates, mortality, health risks, hospitalization, and contact with the criminal justice system. International principles of human rights that call for special measures to redress Indigenous disadvantage are discussed,

98.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Attitudes; American Indian Education; Bilingual Education; Change Strategies; *Educational Change; *Educational Cooperation; Elementary Secondary Education; *Organizational Change; Participative Decision Making; Professional Development; Program Evaluation; *Program Implementation; Regular and Special Education Relationship; School Organization; Special Education; Teacher Collaboration
IDENTIFIERS- *Albuquerque Public Schools NM; Systemic Change

In 1995, the Albuquerque (New Mexico) school district devised a plan to merge special education, cross-cultural education, Indian education, and Title I with the general education program, designated the Unified Education System (UES). Considering the abrupt implementation of UES in the first year and subsequent confusion regarding staff positions and roles, an evaluation was conducted at the administrative level during the third year of implementation. Thirty-seven assistant superintendents, operational staff, management in special services, other administrators, and program support specialists participated. Findings indicate that five of the six components necessary for change--vision, necessary context, decision making, skills, and action plans--were well recognized by respondents. There was surprising unanimity of vision for the future of UES. Recognition of the importance of interpersonal support was evidenced by efforts to build esprit de corps and recognize individual achievement toward UES. Respondents acknowledged the importance of dispersed decision making in facilitating large-scale buy-in of UES. Respondents valued people skills as a means of efficiently distributing specific expertise to those needing support. Respondents reported frustration that implementation of instructional improvement at the school level came out of teachers' existing schedules and personal time, and that collaboration time was lacking at the classroom level. Nevertheless, respondents readily discussed action plans that may ensure continued progress towards UES. An appendix presents survey questions and planning matrix. (TD)

ED 448 966   RC 022 726

Falling through the Net: Toward Digital Inclusion. A Report on Americans' Access to Technology Tools.
PUB DATE- 00
NOTE- 140p.; Some figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Age Groups; *Disabilities; *Individual Characteristics; Information Technology; *Internet; *Minority Groups; Older Adults; Rural Urban Differences; Sex Differences
IDENTIFIERS- Access to Computers; *Access to Technology; *Computer Use; Telecommunications Infrastructure

This report, the fourth in the "Falling through the Net" series, measures the extent of computer and Internet connection among U.S. households and individuals. The data, obtained from Bureau of the Census statistics and interviews with 48,000 households, show that digital inclusion is rapidly increasing--households with Internet access soared by 58 percent since December 1998; more than half of all households have computers; and

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Organization; Classroom Environment; Classroom Techniques; *Computer Uses in Education; *Cooperative Learning; Elementary Education; *Group Instruction; *Grouping (Instructional Purposes); Individualized Instruction; *Multigraded Classes; *Teaching Methods
IDENTIFIERS- Teacher Planning

In multigrade instruction, children of at least a 2-year grade span and diverse ability levels are grouped in a single classroom and share experiences involving intellectual, academic, and social skills. "The Multigrade Classroom" is a seven-book series that provides an overview of current research on multigrade instruction, identifies key issues teachers face in a multigrade setting, and provides a set of resource guides for multigrade teachers. Book 5 emphasizes that instructional quality and student grouping are key components for success in the multigrade classroom. Sections cover commonly used teaching methods (lecture-recitation and discussion); the Practice Model of Instruction--a direct-instruction method--and related elements of the learning environment; aspects of effective lesson planning and instruction; independent study and individualized instruction; using computers and the Internet in the elementary classroom; grouping as an instructional strategy (mixed-ability groups, planning whole-class instruction, grouping strategies based on ability, and research on ability grouping); case examples of grouping in two schools with multigraded classes; characteristics of a collaborative classroom and teacher and student roles in such classrooms; challenges in moving from traditional to collaborative instruction (discipline, time needs, individual differences among students, values conflicts); the research base for collaborative learning; and guidelines for planning groupwork. (Contains 48 references and 15 resources.) (SV)

ED 448 983 RC 022 774

Vincent, Susan, Ed.
The Multigrade Classroom: A Resource Handbook for Small, Rural Schools. Book 6: Self-Directed Learning.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Institute of International Education, New York, NY.
PUB DATE- 99
NOTE- 32p.; Based on a 1989 publication of the same name by Bruce A. Miller. For related books in the series, see RC 022 770-775. Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cognitive Processes; Cognitive Style; *Educational Environment; Educational Strategies; Elementary Education; *Independent Study; Learning Activities; *Learning Strategies; *Multigraded Classes; *Self Management; Self Motivation
IDENTIFIERS- Instructional Support

In multigrade instruction, children of at least a 2-year grade span and diverse ability levels are grouped in a single

ED 449 003 SE 064 132

Clymire, Olga
Closing the Loop: Exploring Integrated Waste Management and Resource Conservation, Kindergarten through Grade Six. 2000 Edition.
PUB DATE- 00
NOTE- 690p.; Developed by the Public Education and Assistance Section of the California Integrated Waste Management Board. Contributing writers were Leslie Comnes and Amber Robinson-Burmester.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Environmental Education; Hands on Science; Instructional Materials; *Integrated Curriculum; *Recycling; *Waste Disposal
IDENTIFIERS- Composting

This document is designed to teach concepts of source reduction, recycling, composting, and integrated waste management to kindergarten through grade six students. The lessons correlate to grade level and include sections on the lesson's concepts, purpose, overview, correlations to California's content standards and frameworks, scientific thinking process, time, vocabulary, preparation, materials, pre-activity questions, procedure, discussion/questions, application, extension, resources, and background information for teachers. The content is divided into two modules. The K-3 module includes five units: (1) "Conserving Natural Resources"; (2) "Reducing, Reusing, and Recycling Classroom Waste"; (3) "Vermicomposting"; (4) "Proper Disposal of Waste"; and (5) "Proper Management of Household Hazardous Waste." The 4-6 grade module features 4 units: (1) "Managing and Conserving Natural Resources"; (2) "Reducing, Reusing, and Recycling"; (3) "Composting"; and (4) "Proper Management of Household Hazardous Waste." Appendices contain instructional materials, an overview of integrated waste management, an overview of specific materials, setting up and maintaining composting systems, Closing the Loop vocabulary, Web sites, and a local area template. (YDS)

ED 449 004 SE 064 156

Fredericks, Anthony D.
Science Discoveries on the Net: An Integrated Approach.
PUB DATE- 00
NOTE- 313p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; Earth Science; Elementary Secondary Education; *Human Body; *Integrated Curriculum; Interdisciplinary Approach; *Internet; *Physical Sciences; *Science Activities; Science Education; *Space Sciences

This guide helps students and teachers use the Internet efficiently to find the latest information. Activities and units are divided into five categories: life science, physical science, earth science, space science, and the human body. Each unit contains an introduction, research questions, Web sites, literature resources, and activities and projects. Life science

Science (Auburn, AL, October 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Influences; Curriculum Development; Fraud; *Science and Society; *Science History; Secondary Education; *Social Studies
IDENTIFIERS- *Science Technology Relationship

This paper inquires into the topic of bad science and its social implications by examining selected issues aimed at elucidating some of the brute facts of scientific progress. It should be noted that the paper is also situated in at least 3 of the 10 overarching thematic strands that form the basis of the societal studies standards: cultural issues; power; authority; governance issues; and science, technology, and society issues. (Contains 37 references.) (SAH)

ED 449 028 SE 064 481

Science & Safety: Making the Connection.
SPONS. AGENCY- Eisenhower National Clearinghouse for Mathematics and Science Education, Columbus, OH.; National Aeronautics and Space Administration, Washington, DC.; American Chemical Society, Washington, DC.; National Institutes of Health (DHEW), Bethesda, MD.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Animals; Chemistry; Hands on Science; Hygiene; Injuries; Inquiry; *Laboratory Safety; Plants (Botany); *School Safety; Science Instruction; Science Laboratories; Secondary Education; Teacher Responsibility
IDENTIFIERS- Chemicals

This document provides information on the most commonly asked science safety questions by science teachers primarily at the secondary school level. Topics include the legal responsibilities of a science teacher, a general safety checklist, proper labeling and storing of chemicals, purchasing of new chemicals and disposing of old chemicals, a chemical hygiene checklist, general guidelines in case of student accidents, precautions for animal or plant use in the laboratory, a list of protective equipment for teacher and student use in the laboratory, general information on federal safety mandates, and a checklist describing the physical layout of a science lab. (Contains 22 print material, 1 software, and 21 internet references.) (YDS)

ED 449 029 SE 064 482

Meares, Carol Ann; Sargent, John F., Jr.
Technology in the National Interest.
PUB DATE- 96
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Economic Change; *Economic Factors; *Global

IDENTIFIERS- *Arizona
The social studies standards for Arizona's students outlined in this guidebook include a study of the diverse contributions people of many backgrounds have made to U.S. life and institutions, and emphasize a shared heritage for citizens and residents of the United States. The standards require that students acquire both core knowledge and a firm grasp of reasoning and practice in inquiry and research, learn how to frame and test hypotheses, distinguish logical from illogical reasoning, develop reasoned opinions and arguments, and grasp reflective thinking and evaluation. The standards present the academic content and skills in the four interrelated disciplines of history, geography, civics/government, and economics. Each standard outlines ascending goals for "readiness," "foundations," "essentials," and "proficiency." Includes two appendices: (1) physical geography standards and (2) glossary of terms used in the Arizona social studies standards. (BT)

ED 449 050 SO 031 923

Heaton, Tim B.; Chadwick, Bruce A.; Jacobson, Cardell K.
Statistical Handbook on Racial Groups in the United States.
PUB DATE- 00
NOTE- 360p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Demography; *Ethnic Groups; *Ethnology; *Race; *Racial Differences; Reference Materials; Social Indicators; Social Science Research; *Statistical Data; Statistics; Tables (Data)
IDENTIFIERS- Population Information; United States
This handbook contains more than 400 charts and tables covering data on Non-Hispanic Whites, Native Americans, and African, Hispanic, and Asian Americans. The handbook presents a broad range of data on demographic context; education; economics and employment; health, well-being, and lifestyles; family; sex, fertility, and contraception; religion; crime and delinquency; and political participation. The handbook documents differences and similarities among the racial groups. It presents shifting trends and helps the reader to understand the importance of racial differences. The handbook provides a list of sources for further reference. (BT)

ED 449 051 SO 031 958

Collet, Penelope J.
A More Relevant Art Education Methodology for the 21st Century.
PUB DATE- 99
NOTE- 9p.; Paper presented at the InSEA World Congress: "Cultures and Transitions" (30th, Brisbane, Australia, September 21-26, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; *Cultural Context; Discourse Analysis; Epistemology; Feminist Criticism; Futures (of Society); Higher Education; *Research Methodology
IDENTIFIERS- Alternative Conceptions; Poststructuralism
This paper describes an alternative art education methodology grounded in feminist emancipatory epistemology and poststructuralist theory. The paper takes a short journey

design of a Web site for the Discovering Democracy program. Appendixes list Web sites relating to the Discovering Democracy program and Web sites and Web-based tools of U.S. state education agencies. (Contains 14 references.) (BT)

ED 449 073 SO 032 436

Baker, Frederick J.
Civic Development in Thailand: A Beginning Look at Its Relationship to Formal and Informal Education.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Buddhism; *Citizen Participation; *Citizenship Education; Comparative Education; *Cultural Context; *Developing Nations; Foreign Countries; Informal Education; Literature Reviews; Moral Development; Naturalistic Observation; Non Western Civilization; Teacher Education
IDENTIFIERS- Thai People; *Thailand

This paper provides information for the study of civic development in relation to education in Thailand. The author has spent the last 35 years as a student of Thailand. The paper is based on personal socio-anthropological observations as well as a review of literature as it pertains to value systems, civic and moral development, and education. The paper places Thailand under the following definition of civic education: societies with established organized religions will emphasize religious instruction in the curriculum. It illustrates how civic development is infused throughout Thai educational life in both formal and informal ways through the vehicle of the established Buddhist faith. The paper concludes that as Western ideas and approaches are implemented within the educational system, the Buddhist emphasis on the individual and the traditional acceptance of a hierarchical social structure might well come in conflict with Western intellectual curiosity and social mobility. Contains 22 references. (BT)

ED 449 074 SO 032 439

Hall, Bonnie L.
Two Curricular Units for Advanced Spanish Students: Guatemala, Ayer y Hoy Descubre Mexico. Fulbright-Hays Summer Seminars Abroad Program, 2000 (Mexico and Guatemala).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 73p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; *Curriculum Development; Foreign Countries; Global Education; High Schools; Indigenous Populations; Social Studies; *Spanish
IDENTIFIERS- *Guatemala; Historical Background; Mayan Civilization; *Mexico

These two curriculum units were developed as a result of study in Mexico and Guatemala during the Fulbright Hays Summer Seminar Abroad Program, 2000. The units are designed for use in an upper-level high school Spanish class. They are intended to be persistent gender imbalance in higher levels of participation favoring boys. Given this continued gender difference in participation, explanations were sought in students' perceptions of personal and social stereotypes about mathematics being more suited to males or females (or neither). Students rated the extent to which they themselves perceived mathematics as more suited to males or females, as well as the extent to which they perceived "society" as perceiving mathematics as more suited to males or females. In addition, students provided qualitative explanations for their ratings of personal and social gender stereotypes. Quantitative and qualitative data were collated for each gender within each cohort, and explanations thematically grouped. Despite most students' ratings favoring neither gender, stereotypes favored boys for mathematics where these occurred. Social stereotypes appeared more prevalent than personal stereotypes, perhaps reflecting cultural change and perhaps indicating a degree of "political correctness" on the part of students' reported self-perceptions. There was limited suggestion that social stereotypes are stronger for older students. The study focused on personal versus social stereotypes for boys versus girls, how these may develop and how these might contribute to the gender imbalance in mathematics participation. (Contains 5 figures, 6 tables, and 18 references.) (BT)

ED 449 097   SO 032 483

Kiluva-Ndunda, Mutindi Mumbua
Women's Agency and Educational Policy: The Experiences of the Women of Kilome, Kenya. SUNY Series, the Social Context of Education.
PUB DATE- 01
NOTE- 194p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Education; *Cultural Context; Developing Nations; Educational Opportunities; *Educational Policy; *Educational Practices; Educational Research; Females; Foreign Countries; Gender Issues; Government Role; Rural Women; *Social Environment; *Womens Education
IDENTIFIERS- *Kenya; Personal Experiences; Social Reality

This book examines rural African women's educational experiences in Kilome, Kenya, providing testimony on the cultural, historical, social, economic, and political factors that have shaped, and continue to shape, women's educational and economic opportunities there. The author, a Kamba woman who grew up in rural Kenya and received an education in metropolitan cities of North America, presents these women's stories not simply from an insider's perspective, but as one who has shared experiences of the issues discussed in the book. Highlighting the struggles these women face to provide their children, particularly their daughters, with educational opportunities, the book draws attention to the gender and power issues that limit women's participation in the public sphere and illustrates how women in Kenya have been largely absent at the national level where educational policies are formulated. The book is divided into the following chapters: (1) "Introduction"; (2) "Education and Women's Equity: Framing the Context"; (3) "Research Sites"; (4) "Grounding the Methodology of Study"; (5) "Analyses of Education- and Development-Policy Documents"; (6) "Kilome Women's Educational Experiences"; (7) "Factors Limiting Girls' Educational Opportunities"; (8) "Intensification of Women's Labor To Educate Their Children and Its Implications"; (9)

demonstrated by observable performances. Students are most likely to perform in desirable ways when engaged in realistic, worthwhile tasks. No curriculum can be effective without high quality, ongoing professional development. (Contains 15 references.) (SM)

ED 449 119 SP 039 618

Ingersoll, Richard M.
Out-of-Field Teaching. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Misassignment of Teachers; Teacher Placement; Teacher Qualifications; Teacher Shortage; Teaching (Occupation)
IDENTIFIERS- ERIC Digests; *Out of Field Teacher Assignment

Out-of-field teaching is a relatively unrecognized problem in schools. This digest reviews what research shows about the extent and causes of the problem. There is much disagreement about how much and which types of education and training teachers should receive and what credentialing requirements states should have. Analysts have used various measures of the issue, each resulting in different estimates of the extent of the problem. Considerable misunderstanding surrounds out-of-field teaching, especially regarding why so many teachers are teaching subjects for which they have little background. The source of out-of-field teaching generally lies in the lack of fit between teachers' fields of training and teaching assignments. Research suggests that teacher shortages are not a major contributor to the problem. A larger problem is how schools and teachers are managed. Principals have considerable discretion in staffing decisions and often find that giving teachers-out-of-field assignments is more convenient, less expensive, and less time consuming than the alternatives. Research shows that solving the problem of out-of-field teaching requires more than simply recruiting and training more candidates. It actually requires understanding how teachers are managed once on the job. (Contains 11 references.) (SM)

ED 449 120 SP 039 619

Ferraro, Joan M.
Reflective Practice and Professional Development. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Action Research; Elementary Secondary Education; *Faculty Development; Higher Education; Inservice Teacher Education; Mentors; Peer Teaching; Portfolios (Background Materials); Preservice Teacher Education; *Reflective Teaching; Teacher Improvement; Teacher Researchers

conclusion draws parallels between the two broad literatures, points out disagreements and gaps in the knowledge base, and names issues requiring further investigation. (Contains approximately 434 bibliographic references.) (SM)

ED 449 140 SP 039 715

Cibulka, James; Nakayama, Michelle
Selected Annotated Bibliography: "Schools as Learning Communities." The Creation of High-Performance Schools through Organizational and Individual Learning.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 84p.; Part two of three. Contains small print. For parts one and three, see SP 039 714-761.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Educational Change; *Educational Quality; Educational Research; Educational Theories; Elementary Secondary Education; *Faculty Development; Higher Education; Leadership; Learning Strategies; Organizational Change; Preservice Teacher Education; School Culture; Teacher Collaboration; Teacher Improvement; *Teachers; Teaching Skills; *Total Quality Management
IDENTIFIERS- *Learning Communities; *Learning Organizations; Teacher Knowledge

This annotated bibliography is part of a three-part report on creating high performing schools through organizational and individual learning. It includes such topics as: teachers supporting teachers; educational improvement via total quality management; overcoming barriers to organizational change; the institutionalization of public schools; policy-practice relationships; action research; educational standards; leadership in collaborative schools; faculty development; urban education; accountability; educational change processes; educational politics in African-American schools; parent role; better education for impoverished children; adult learners; teacher self-efficacy; accelerated learning for disadvantaged students; systemic reform; teacher engagement; professionalism and community; educational administration; context effects; the effects of student characteristics and behavior on teacher behavior; remediation; organizational culture and leadership; linking educational finance and performance; redesigning teachers' work; the principalship; modeling managerial behavior; effective school responses to student diversity in inner-city schools; and helping teachers meet the standards. (SM)

ED 449 141 SP 039 716

Cibulka, James; Nakayama, Michelle
Practitioners' Guide to Learning Communities. Creation of High-Performance Schools through Organizational and Individual Learning.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 33p.; Part three of three. For parts one and two, see SP 039 714-715.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)

experience for all students. A list of resources is included. (SM)

ED 449 160 SP 039 747

Corbett, Doris R.; Eikum, Debbie
Social Impact of Distance Learning in Higher Education on Health, Physical Education, and Recreation Students.
PUB DATE- 00
NOTE- 72p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; *Distance Education; Elementary Secondary Education; Graduate Students; Health Education; Higher Education; Interpersonal Relationship; Physical Education; Preservice Teacher Education; *Social Influences; Student Attitudes; *World Wide Web
IDENTIFIERS- Online Courses; Recreation Occupations; *Social Impact; *Web Based Instruction

This study examined the social impact of online, Web-based, distance learning (OWDL) technology on students enrolled in health, physical education, and recreation (HPER) Master's degree level courses as compared to students in traditional classroom courses. Surveys were developed and mailed to 137 students in both types of classrooms. The surveys included an online and a traditional version of the Social Impact Survey of Distance Learning in Higher Education on Health, Physical Education, and Recreation Students. Results indicated that well-planned, carefully crafted OWDL courses met students' needs. Listservs, voice mail, fax mail, forum discussions, and e-mail were basic components of the distance learning process. Collectively, they were highly effective in providing materials and communication between students and instructors. OWDL students had more time to think and respond to questions, worked more efficiently and productively at their own pace, had more discretionary time, and had more written assignments (which improved their writing skills). Respondents felt they were more likely to bond in traditional courses. Students considered forum discussions more interactive than the traditional classroom equivalent. The surveys and graphs are appended. (Contains 45 references.) (SM)

ED 449 161 SP 039 748

Ogletree, Roberta, Ed.; Doyle, Kathy, Ed.
Health Issues in Aging. The Health Education Monograph Series, Volume 18, Number 2.
PUB DATE- 00
NOTE- 68p.; Supported by the John P. McGovern Foundation. Mohammad R. Torabi is the Monograph Series editor.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Aging (Individuals); Death; Gerontology; Health Education; Health Promotion; Injuries; Internet; Memory; Minority Groups; Nutrition; Physical Activities; Physical Fitness; Quality of Life; Rural Areas
IDENTIFIERS- Social Policy

This monograph presents a collection of papers related to health issues and aging: "Introduction" (Paul Simon); "Memory, Aging, and Cognition" (Rita E. Arras); "Internet Resources for the Elderly and Their Caregivers" (Kathleen Doyle); "Unintentional

DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Effect Size; *Meta Analysis; *Scores; *Statistical Significance; Synthesis
IDENTIFIERS- *Paper and Pencil Tests; Type I Errors

This study was conducted to investigate the equivalence of scores from paper-and-pencil (P&P) tests and computerized tests (CTs) through meta-analysis of primary studies using both kinds of tests. For this synthesis, 51 primary studies were selected, resulting in 226 effect sizes. The first synthesis was a typical meta-analysis that treated multiple measures from the same subjects within studies as independent data. The second synthesis represented results using composite effect sizes. The results from both syntheses were compared in terms of grand mean effect size and the findings for moderator variables. The results of one analysis indicate that eliminating dependence between equivalent scores does not affect the significance of homogeneity tests very much. Overall, ignoring non-independence between equivalent scores tends to lead to underestimated standard errors and inflated Type I error rate when determining statistical significance tests. This is not always true, however, because the means, dispersions, and distributions of equivalent scores depend partly on the number of equivalent scores and partly on the methods for adjusting for dependence of equivalent scores. The type of computerized test was the most important variable when evaluating the equivalence between CT and P&P tests. For computer adapted tests, mathematics, source, and possibly sampling age are significant variables, but for computer based tests, the analyses did not find a significant moderator. (Contains 11 tables, 1 figure, and 78 references.) (SLD)

ED 449 183 TM 032 291

Ediger, Marlow
Assessing Readiness for Learning in Science.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinion Papers/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; *Evaluation Methods; *Readiness; *Science Instruction; Sciences; *Student Evaluation

This paper discusses the types of readiness that are necessary for learning in science and how to assess them. Subject matter readiness refers to what students bring in terms of facts, concepts, generalizations, and principles to the new science lesson. Evaluating many aspects of student background, such as prior instruction, helps in the evaluation of this aspect of readiness. Attitudinal readiness is another important type. Good attitudes toward the curriculum help the student achieve the objectives of the curriculum. Instructional readiness refers to the preparation of the student and the level of complexity of the curriculum. Students also need maturational readiness, with development appropriate to the material being taught. Contextual readiness refers to students' perceptions of ways of using what has been learned in science. All of these types of readiness are necessary for optimum learning. Some suggestions are given for assessing each of these forms of readiness. (Contains 11 references.) (SLD)

ED 449 184 TM 032 292

Cho, In-Young; Park, Hyun-Ju; Choi, Byung-Soon

NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Students; *College Graduates; *Educational Attainment; Elementary Secondary Education; *High School Graduates; Higher Education; Hispanic Americans; *Minority Groups; Sex Differences; Young Adults
IDENTIFIERS- Fact Sheets

This fact sheet presents data about educational attainment in the United States. The educational attainment of people aged 25 to 29 years increased between 1971 and 1998, and the percentage with a high school diploma or equivalency certificate rose from 78 to 88%. The percentage of high school completers with some college rose from 44% to 66%, and the percentage of high school completers with a bachelor's degree or higher rose from 22% to 31%. The educational attainment of blacks in the same age group increased across all education levels between 1971 and 1998 as the rates for high school completion became more similar for blacks and whites. The educational attainment of Hispanics in this age group also increased, but despite these increases, the gaps in attainment between Hispanics and Whites remained similar at every attainment level during the period. Between 1971 and 1998, the educational attainment of females increased at a faster rate than that of males, and by 1998, the attainment rate of females surpassed that of their male peers. (SLD)

ED 449 204 TM 032 314

Obiekwe, Jerry C.
Identifying the Latent Structures of the Noel-Levitz Student Satisfaction Inventory (SSI): The Community, Junior, and Technical College Version. ASHE Annual Meeting Paper.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (25th, Sacramento, CA, November 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Experience; Factor Analysis; *Factor Structure; Higher Education; *Reliability; *Satisfaction; *Two Year College Students; Two Year Colleges
IDENTIFIERS- Student Satisfaction

This study examined the internal consistency of the Student Satisfaction Inventory (SSI) (L. Schrener, S. Juillerat, and Noel-Levitz Group, 1997) and the latent structures of the instrument. The SSI is an instrument that measures students' satisfaction with their college experiences. The SSI was administered to 251 students randomly selected from the student population. Findings indicate that the SSI is internally reliable both as an entity and on the subscale level. They also indicate that the SSI appears to elicit two latent factors. (Author/SLD)

ED 449 205 TM 032 315

Bracey, Gerald W.
A Short Guide to Standardized Testing. Fastback 459.
PUB DATE- 00

into question the usefulness of the ABCC with preservice teachers. (Contains 1 figure and 28 references.) (Author/SLD)

ED 449 227 TM 032 372

Henson, Robin K.; Roberts, J. Kyle
A Meta-Analytic Review of Exploratory Factor Analysis Reporting Practices in Published Research.
PUB DATE- 01
NOTE- 53p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; Factor Analysis; *Meta Analysis; *Research Reports
IDENTIFIERS- *Exploratory Factor Analysis

The appropriate use of exploratory factor analysis (EFA) necessitates thoughtful researcher judgment concerning a number of analytic decisions. This paper reviews some of the fundamental decisions necessary to conduct an EFA and examines reporting practice in published research across four journals. In general, insufficient information was given in published applications of EFA (n=60) to allow external verification of the results. Researchers often used poor strategies to determine the number of factors to retain. In one-third of the cases, a confirmatory factor analysis was warranted rather than EFA. Other errors in reporting and practice were noted. Several recommendations for improved EFA reporting practice are given. (Contains 4 tables and 105 references.) (Author/SLD)

ED 449 228 TM 032 373

Sciutto, Mark J.; Terjesen, Mark D.
A Psychometric Review of Measures of ADHD in Early Childhood.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the American Psychological Association (108th, Washington, D.C., August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention Deficit Disorders; *Diagnostic Tests; *Hyperactivity; Norms; *Preschool Children; Preschool Education; *Psychometrics; *Rating Scales; Reliability; Validity

This study examined the psychometric and technical characteristics of various measures of attention deficit hyperactivity disorder (ADHD) that are commonly used with preschool-aged children. Information on reliability, validity, norms, and scale-specific features was gathered from the test manuals of four commonly used behavior rating scales: (1) Early Childhood Attention Deficit Disorders Evaluation Scale (S. McCarney, 1995); (2) Behavior Assessment System for Children (C. Reynolds and R. Kamphaus, 1994); (3) Connors' Rating Scales-Revised (C. Connors, 1990); and (4) ADHD Rating Scale-IV (G. DuPaul, T. Power, A. Anastopoulous, and R. Reid, 1998). Although most of the test manuals reviewed provided sufficient evidence of reliability and validity for ages 5 and up, many did not provide sufficient detail about psychometric data from preschoolers. In many cases, psychometric information relevant to assessment with preschoolers was presented but was grouped in public education in culturally and linguistically diverse communities. The advice of leaders of Hispanic, African American, Native American, and Asian communities is incorporated into five strategies to help develop parent participation: (1) know the community and identify leaders and education issues about which the community cares; (2) get smart about communicating with parents and community members; (3) provide extra help for school staff and parents; (4) bridge the gap between families, communities, and schools through welcoming and liaison efforts; and (5) evaluate public engagement efforts regularly. An annotated list of eight resources and a list of seven other organizations are included. (SLD)

ED 449 249 UD 033 932

Building Support for Better Schools: Seven Steps to Engaging Hard-to-Reach Communities = La creacion de apoyo para mejores escuelas: Siete pasos para lograr la participacion de todas las comunidades.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 80p.; This publication was written for SEDL by KSA-Plus Communications.
LANGUAGE- Spanish; English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Involvement; *Educational Change; Elementary Secondary Education; *Minority Groups; Needs Assessment; *Program Development; Program Implementation; Public Schools; Socioeconomic Status

In 1999, the Southern Educational Development Laboratory (SEDL) interviewed leaders from Hispanic, African American, Native American, and Asian communities in Arkansas and Oklahoma to understand what keeps parents and others from participating in community forums. After conducting more than fifty interviews, SEDL developed seven steps to help educators, civic leaders, parents, and community members involve more parents and community members from different socioeconomic and minority backgrounds in conversations about improving public schools. The seven steps, outlined in English and Spanish, are: (1) know your community; (2) identify the issues; (3) designate facilitators; (4) train facilitators; (5) recruit participants; (6) locate a meeting site and handle logistics; and (7) follow up with participants. (SLD)

ED 449 250 UD 033 934

Abedi, Jamal
Confounding of Students' Performance and Their Language Background Variables.
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *English (Second Language); *Junior High School Students; Junior High Schools; *Language Proficiency; *Limited English Speaking; Mathematics Tests; *National Competency Tests; Test Construction; *Test Items; Word Problems

Kennedy School of Government and within the Center for American Political Studies, Department of Government, Harvard University.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Educational Improvement; *Educational Vouchers; Elementary Secondary Education; High Risk Students; Hispanic Americans; *Minority Group Children; Private Education; Program Effectiveness; Public Education; Scores
IDENTIFIERS- African Americans

This paper responds to critics of an August 2000 paper that reported the effects of educational vouchers on student test scores in three cities. The report found that: (1) after 2 years, no students other than African Americans seemed to benefit from vouchers; and (2) African Americans in all three cities posted moderately large test score gains after 2 years. This paper responds to such criticisms as: the experimental group may have been biased, since some of the most disadvantaged voucher winners did not switch to private schools and were excluded, and the key finding improperly compared two dramatically different groups and may reflect private school screening-out of the most at-risk students; purported gains for African Americans are overstated; gains displayed by African American children are most distinct during their first year in a private school, but then the achievement advantage, relative to their peers in public schools, levels off; the demonstrated gains from using vouchers are limited to math, as reading performance appears to be more difficult to budge; and reported test score gains may be due to the declining share of students who appeared for the standardized tests from years 1 and 2. These criticisms are based upon an inaccurate characterization of the analysis. They misunderstand the design of the study and incorrectly suggest that it drops some students from the analysis. (SM)

ED 449 269 UD 033 956

Caldas, Stephen J.; Caron-Caldas, Suzanne
A Fourteen Year Case Study To Rear Bilingual Children in Monolingual America: The Effect of Adolescence on Language Preference.
PUB DATE- 00
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; Adolescents; *Bilingualism; Foreign Countries; *French; *Language Maintenance; Language Usage; *Parent Influence; Peer Influence
IDENTIFIERS- Quebec

This study tracked the language preference of three French/English bilingual children, twin girls aged 12.8 and a boy 14.8, over a five year period. Their parents, who are also the authors, actively worked to raise them bilingual. The girls were enrolled in a school French immersion program throughout the study. Their brother had only one semester of French immersion. The study used weekly tape recorded conversations of family dinnertime conversations both in the children's Louisiana home and at their summer residence in French-speaking

DESCRIPTORS- Academic Libraries; *Fees; Higher Education; *Information Policy; Library Funding; *Library Policy; *Library Services; Library Statistics; *Library Surveys; Research Libraries
IDENTIFIERS- Association of Research Libraries

This SPEC (Systems and Procedures Exchange Center) Kit reports results of a survey that examined how many Association of Research Libraries (ARL) libraries offer fee-based services to their external users, the procedures and organizational structures of such services, and the factors that contribute to a successful fee-based service program. For this survey, fee-based services were defined as library services provided for a fee to identifiable user groups that are not an institution's primary clientele. The survey was distributed to 121 ARL member libraries in April 2000, and 64 libraries (53%) responded. Of these, 39 (61%) indicated that they offer fee-based services as defined. However, 87% are offering fee-based services to external users without the guidance and benefit of a formal mission statement. Results are provided in following areas examined by the survey: Background; Fee-Based Service Methods and Procedures; Impact of Fee-Based Services; Promoting Fee-Based Services; Assessment and Evaluation of Fee-Based Services; and Future of Fee-Based Services. Representative documents from various universities are presented for: planning; policies and procedures; promotional materials; and job descriptions. A final section of selected resources includes books, journal articles, and Web sites. (AEF)

ED 448 793 JC 000 643

Walsh, Julia
Unique and Effective Practices for TRIO Student Support Services Programs.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Ancillary School Services; Community Colleges; Federal Aid; *Guidance Programs; Program Effectiveness; *Services; Student Needs; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Kankakee Community College IL; TRIO Programs

The paper discusses the various services provided through the federally funded TRIO Student Support Services (SSS) program at Kankakee Community College (KCC) (Illinois). The program helps simplify the educational process for low-income, first-generation and disabled college students. The goal is to ensure qualified students get the support they need to complete their educational goals at KCC--which could include earning an associate degree--and smoothly transfer to a college or university to complete baccalaureate degrees. The program provides the mentor/counselor/friend to guide, encourage and inform students at all stages in their college careers. Some of the most effective practices of the TRIO SSS program include helping students gain career clarity; providing intensive academic planning; monitoring academic progress; developing comprehensive transfer services; offering learning enhancements; and recognizing achievements and resources that contribute to student success. More than 80% of TRIO students persist in their academic goals each year. The graduation rates, transfer rates, and GPA levels of these students far exceed those of similar students who are not enrolled in the

LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *College Outcomes Assessment; College Programs; Community Colleges; Educational Assessment; *Enrollment; *Institutional Characteristics; School Effectiveness; *Student Characteristics; Tables (Data); Two Year College Students; Two Year Colleges
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; Texas

This document is a compilation of annual data profile tables, Perkins measures, and institutional effectiveness measures and standards for South Texas Community College, 1998. Data highlights include: (1) total annual enrollment in 1996-97 was 11,508 (872 white; 29 black; 10,526 Hispanic; 69 Asian; 9 Native American; 3 international; and 81 other); (2) males made up 4,634 of total enrollment, females 6,874; and (3) the most popular majors were community health services (561), practical nursing (440), accounting (338), and administrative and secretarial services (317). Perkins measures reported on include acceptance and awards, completion of full- and part-time students; access to technical programs, and retention and remediation. Institutional effectiveness measures outlined are: (1) completion rates for full- and part-time students receiving remediation and not receiving remediation; (2) retention rates from fall to spring for full- and part-time first-time-in-college students; (3) course completion; (4) outcomes of 15 graduates over a 3-year period; (5) placement of workforce education graduates within one year of graduation; (6) technical non-completers/non-returners employed or pursuing additional education; and (7) workforce development. (EMH)

ED 448 815 JC 010 005

Palmer, James C., Ed.
How Community Colleges Can Create Productive Collaborations with Local Schools. New Directions for Community Colleges, Issue 111. The Jossey-Bass Higher and Adult Education Series.
SPONS. AGENCY- National Library of Education (ED/OERI), Washington, DC.
PUB DATE- 00
NOTE- 121p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Articulation (Education); *College Role; *Community Colleges; Elementary Secondary Education; *High School Students; Institutional Cooperation; *Partnerships in Education; *School Business Relationship; *School Community Relationship; Two Year Colleges

This issue of New Directions for Community Colleges focuses on ways of establishing and sustaining collaborative work between colleges and local school districts. Chapters included are: (1) "Building Bridges or Barriers? Public Policies That Facilitate or Impede Linkages between Community Colleges and Local School Districts" (Katherine Boswell); (2) "A K-12 Perspective on Partnerships with Community Colleges" (Al Azinger); (3) "Maximizing the Benefits of Tech-Prep Initiatives for High School Students" (Debra D. Bragg); (4) "Lessons Learned from Current State and National Dual-Credit Programs" (Hans A. Andrews); (5) "Establishing and Sustaining a Middle College High School" (Cecilia L. Cunningham and Chery S. Wagonlander);

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Class Organization; Community Colleges; Course Selection (Students); Evaluation Methods; *Instructional Effectiveness; *Participant Satisfaction; *Pretests Posttests; Program Evaluation; School Schedules; Student Surveys; Teacher Surveys; Teaching Methods; Two Year Colleges
IDENTIFIERS- *Austin Community College TX

Pre- and post-course surveys of faculty and students participating in 8-week format courses at Austin Community College (ACC) in fall 1998 yielded the following recommendations: (1) offer more 8-week classes at more locations and class times; (2) build in class meetings to compensate for any time lost to holidays; (3) piggy-back, in the first and second 8-week sessions, basic (prerequisite) courses with their advanced course counterpart and assign the same instructor for both courses where possible; (4) provide instructors choice and more "lead time" to prepare for teaching in this format; (5) share data with students to help them decide whether to select courses in this format; (6) conduct further study to determine specifically which courses are inappropriate for this format and determine whether modifications to curriculum might be indicated; and (7) vary class presentations--include student participation and hands-on learning activities and provide a comprehensive syllabus on the first class day. This study suggests that the 8-week format is appropriate for some students, some faculty, and some courses; perhaps success is determined by the mix. Includes 8-week course listings, student enrollment figures, grade distribution, survey questions, comments, and summary of results. Contains 26 tables. (PGS)

ED 448 835 JC 010 110

Oburn, Martha L.
Austin Community College Employee Satisfaction Survey, Spring 2000: Results and Analysis.
PUB DATE- 00
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Communication Audits; Community Colleges; *Employee Attitudes; Evaluation Methods; *Formative Evaluation; Job Performance; Mail Surveys; *Participant Satisfaction; *School Effectiveness; School Surveys; *Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *Austin Community College TX

Austin Community College mailed an Employee Satisfaction Survey in spring 2000 to 2,903 employees. The survey form asked respondents to rate college-wide and/or campus services that they had requested or received during the past year in terms of promptness, quality, attitude and overall service. The overall survey return rate was 15.4%, but rates varied greatly by employee group with a 42.9% return rate for administrators; 25% for full-time faculty and professional/technical staff; 20% for classified staff; 2.9% for hourly; and 1.3% for continuing education/adult education groups. A number of respondents indicated that the survey was overly long and cumbersome, suggesting that the length of the survey may have adversely affected the response rates. Findings show that: (1) staff in

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; Curriculum Development; Documentation; Early Childhood Education; Elementary School Students; Experiential Learning; Parent Participation; Preschool Children; *Student Projects; *Teaching Methods
IDENTIFIERS- *Child Centered Education; Investigative Learning; *Project Approach (Katz and Chard)

Unlike teacher directed experiences that often do not provide children opportunities to take initiative and responsibility for the work undertaken, the project approach allows in-depth investigation of a topic worth learning more about. Projects are undertaken by a child, a small group of children within a class, or sometimes by the whole class, as a research effort deliberately focused on finding answers to questions about a topic posed by the children, the teacher, or the teacher working with the children. This book illustrates how all children, even those considered at risk, may benefit from the exploratory and child-initiated nature of project investigations in order to achieve mastery of basic literacy skills. The story of how projects emerge, develop, and culminate is told through a combination of teacher interviews and vivid accounts of classroom practice. Key features of the book are: an emphasis on how teachers solve the practical problems of doing projects with young children, including selecting topics, encouraging children to represent what they are learning, and involving parents; chapters written from practice and that include a plan of action that enables teachers to take their first steps toward following children's interests; photos of children engaged in projects; and a step-by-step guide for teachers to use in facilitating and documenting projects. The chapters of the book are as follows: (1) "Projects and Young Children," including benefits of projects in the early years, and opportunities and constraints of the early years; (2) "Getting Started," including selecting project topics, finding out what children know, and developing questions for investigation; (3) "Developing the Project," including preparing for investigation; (4) "Investigation," including field-site visits, and debriefing; (5) "Concluding the Project," including types of documentation and evaluating the project; (6) "Issues in Guiding Projects with Young Children," including curriculum requirements and standards, involving parents, and using the Project Approach with specific populations; and (7) "The Fire Truck Project." The book includes a project planning journal. Contains 71 references. (HTH)

ED 448 057   PS 029 055

Toy Action Guide and Media Violence and Children: A Call to Action! 2000-2001.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; Children; Childrens Games; *Mass Media Effects; Parent Role; Play; Television Viewing; *Toys; Video Games; Violence
IDENTIFIERS- *Toy Preferences

available. Resulting recommendations for the program related to planning preservice preschool teacher education, the teacher's role or obligations, the cooperation between teachers and students, and professional development. (Contains 15 references.) (KB)

ED 448 876   PS 029 101

Wellisch, Mimi
Games Children Play: The Effects of Media Violence on Young Children.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Behavior; Computer Games; Conflict Resolution; Early Childhood Education; Educational Philosophy; Foreign Countries; *Mass Media Effects; Mass Media Use; *Play; Sex Differences; *Television Viewing; Video Games; *Violence; *Young Children
IDENTIFIERS- Australia; Peace Education

Noting that most children living in Australia have access to a television, video games, and computers and are influenced by the content of their viewing and interactive games, this report examines the impact of media violence on young children. Topics discussed include the recognition of violence on television and video/computer games, reasons for children's play, and a description of violent games commonly seen. The report further discusses the negative psychological effects of television violence and violent games. Additional topics include appropriate models for children, gender differences, moral development, early intervention for children exhibiting frequent aggressive behavior and speech, the courage to say "no" to violence, conflict resolution procedures in early childhood and school settings, and a program philosophy to facilitate positive conflict resolution practices. The book concludes with further suggestions for practitioners and an example of a preschool peace policy. Numerous case study descriptions illustrate the main points of the report. (Contains 26 references.) (KB)

ED 448 877   PS 029 102

Linke, Pam
Home Is Where the Family Is: Moving House with Children.
PUB DATE- 00
NOTE- 45p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adjustment (to Environment); Anxiety; Child Welfare; Childhood Needs; Emotional Adjustment; Family Mobility; Foreign Countries; Life Events; *Parent Materials; *Relocation; *Young Children

This publication is intended to help parents address their children's needs and emotions when the family is moving from one place to another. Detailed information and tips are provided on several moving-related issues, including: (1) how children respond to change; (2) how parents respond to change;

of service delivery to 11,000 children and families involved in state custody. The C-PORT evaluation for 1999 collected and organized essential information about the population serviced, needs of the children and families, and the system's ability to adequately perform functions to meet the needs of those served. The 12 reviewers collected pertinent information through a series of in-depth structured interviews, and each interview contained a set of questions regarding the status of the child and family, the functions of the service delivery system, demographics, and TennCare (health insurance) implementation. Interviews were conducted with the child, parents, custodial department workers, caregivers, foster parents or care staff in a facility, court representatives, teachers, and other relevant service providers. Case records were also reviewed. Among the findings were the following: overwhelmingly, children in custody were in a positive status; service system functioned only adequately to meet the needs of child/family; most children were appropriate for custody at the time of custody, and the number of unruly children in custody had decreased since earlier evaluations; separation/confusion regarding the roles and responsibilities of the Home County Case Manager and the Residential Case Manager resulted in no clear point of responsibility; and TennCare implementation showed inadequate provider network for medical and dental services. The separate Child and Adolescent Functional Assessment scale contains five psychosocial scales: role performance, behavior toward self/others, moods/self-harm, thinking, and substance use. The scale was completed for 275 children, and showed that 62 percent were rated as impaired in at least 1 of the 5 areas, with 42 percent receiving an impaired rating in 2 or more areas. The 1999 C-PORT findings indicate improvement since the previous year in the overall status of children. However, the data suggest inadequate assessments, failure to request psychological evaluations when needed, denial of psychological evaluation, substantial staff turnover, insufficient training of staff, and inability to access services as barriers to addressing the emotional well-being of children in custody. (HTH)

ED 448 896   PS 029 121

Siegel, Charles
What's Wrong with Day Care: Freeing Parents To Raise Their Own Children.
PUB DATE- 01
NOTE- 168p.; Foreword by Christopher Lasch.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Child Advocacy; Childhood Needs; *Day Care; *Day Care Effects; Early Childhood Education; Economic Factors; *Employed Parents; Family Needs; Family (Sociological Unit); *Family Work Relationship; Legislation; *Public Policy; Social Change
IDENTIFIERS- Historical Background

Federal and state tax laws and most private programs give funding to all parents who put their children in day care but give nothing to parents who cut back on their work hours to care for their own children. Challenging the conventional wisdom about child care, this book argues that Americans have wrongly embraced day care and devalued work that is traditionally done by women. The book reveals the negative side effects of day care on children and the family, and asserts that for social

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attachment Behavior; *Children; *Early Experience; Memory; *Nature Nurture Controversy; *Personality Development; *Psychotherapy; Public Opinion; *Resilience (Personality); Theories

This book calls into question the degree to which early childhood experiences affect psychological development, critiquing three related myths: (1) personality is formed by early childhood experiences; (2) mental disorders are caused by early childhood experiences; and (3) effective psychotherapy depends on reconstructing childhood experiences. Favoring genetic factors and non-familial environmental factors over early experiences as influences on personality, this book discusses research indicating the importance of genetic predispositions in the causation of mental disorders and describes the need to place greater value on the quality of the relationship between patient and therapist than on the link between the past and the present as a curative factor. The book is organized into five sections. Chapters in Parts 1 and 2 focus on the impact of childhood experience on adult life: (1) "Establishing Cause and Effect"; (2) "The Primacy of Early Experience"; (3) "Adversity and Outcome"; (4) "Resilience: Surviving a Bad Childhood"; (5) "Childhood, History, and Society"; (6) "Childhood and Psychoanalysis"; (7) "The Myth of Recovered Memory"; and (8) "Childhood, Attachment, and Behavior." Chapters in Part 3 deal with the relationship between childhood experience and psychological problems: (9) "Genes, Behavior, and Symptoms"; and (10) "Personality and Psychopathology." Chapters in Part 4 address the role of childhood experiences in the practice of psychotherapy: (11) "Childhood in Psychotherapy"; and (12) "Temperament and Psychotherapy." Chapters in Part 5 address the implications of studies of childhood for parenting and suggests directions for future research: (13) "Parenting"; and (14) "What We Do and Don't Know about Childhood." (KB)

ED 448 913   PS 029 140

Dweck, Carol S.
Self-Theories: Their Role in Motivation, Personality, and Development. Essays in Social Psychology.
PUB DATE- 00
NOTE- 195p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Achievement; Child Development; *Children; Cognitive Development; Depression (Psychology); Failure; Helplessness; *Individual Development; Intelligence; Intelligence Quotient; Models; *Motivation; *Personality; Personality Theories; Personality Traits; Praise; *Self Concept; Self Esteem; Stereotypes; *Theories

Based on extensive research with children and young adults, this book examines adaptive and maladaptive cognitive-motivational patterns and shows how these patterns originate in people's self theories; their consequences for one's achievement, social relationships, and emotional well-being; their consequences for society; and the experiences that create these cognitive-motivational patterns. The chapters are: (1) "What Promotes Adaptive Motivation? Four Beliefs and Four Truths about Ability, Success, Praise, and Confidence"; (2) "When Failure

Autonomy; Physical Development; Sibling Relationship; Substance Abuse
IDENTIFIERS- National Middle School Association

Intended for parents of 10- to 15-year-olds, this book is a guide to mastering the ups and downs of early adolescence. The book draws together the latest information from experts, supported and advised by the National Middle School Association, and insights from surveys of parents, teachers, and the children themselves to cover every facet of the physical, social, emotional, and intellectual development of early adolescence, including the battle for independence, friendship and peer pressure, and substance abuse. Following an introduction providing a "Ferris Wheel" view of early adolescent life, the chapters are as follows: (1) "Playing Mind Reader: Understanding Your Middler's Developing Intellect"; (2) "House of Mirrors: Coping with Growing Bodies and Distorted Images"; (3) "Haunted House: The Emotions and Tensions Your Middler Feels"; (4) "Escape Artist: Your Middler's Battle for Independence"; (5) "Three-Ring Circus: Why Your Middler Is Distracted, Disorganized, and Disinterested"; (6) "Ringing the Bell: Helping Your Middler Succeed in School"; (7) "Enduring the Bumper Cars: Sibling Rivalry, Peer Pressure, and Other Obstacles"; (8) "Video Arcade: The Promise and Peril of the Electronic Media"; (9) "Lions, Tigers, and Bears: Protecting Your Middler from Tobacco, Alcohol, and Drugs"; (10) "The Tunnel of Love: Sexuality and Your Middler"; and (11) "Cotton Candy Time: Handling the Sticky Questions about Your Own Past." The book concludes with a list of recommended reading and resources, organized by chapter. (HTH)

ED 448 931   PS 029 163

Albrecht, Kay; Miller, Linda G.
Innovations: The Comprehensive Infant Curriculum. A Complete, Interactive Curriculum for Infants from Birth to 18 Months.
PUB DATE- 00
NOTE- 547p.; For "The Comprehensive Toddler Curriculum," see PS 029 164. Illustrations by Joan Waites; webs by K. Whelan Dery; and photographs by Kay Albrecht, Nancy Alexander, and CLEO Photography.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Caregiver Child Relationship; Child Development; *Curriculum; *Day Care; Developmentally Appropriate Practices; Educational Environment; Infant Behavior; *Infant Care; *Infants; *Learning Activities; Observation; Parent Participation; Parents as Teachers; *Preschool Education; Self Evaluation (Individuals); Student Evaluation; Teacher Role
IDENTIFIERS- Parent Caregiver Relationship; Semantic Webbing

Based on the view that curricula for young children should involve thinking and planning for everything that can contribute to child development and the teacher's relationship with the child and the family, this book details a comprehensive, interactive curriculum for infants from birth to 18 months. Following an introductory chapter presenting the curriculum model, Chapters 2 through 7 each address a major developmental challenge: separating from parents, connecting with school and teacher, relating to self and others, communicating with others, moving around, and expressing feelings. Within each chapter, the book presents innovations in: (1) observation/assessment, including suggestions for along with the extent of Australia's compliance. Chapter 3 examines the importance of Indigenous identity for young Indigenous people and related international human rights standards. Chapter 4 discusses the Northern Territory's recent abolition of bilingual education; the role of bilingual education in maintaining Indigenous language, culture, and identity; and bilingual education as it relates to educational rights and self-determination issues. Chapter 5 discusses the overrepresentation of Indigenous youth in the juvenile justice and criminal justice systems and the issue of mandatory sentencing in certain regions of Australia. (SV)

ED 448 949   RC 022 689

Bush Talks.
PUB DATE- 99
NOTE- 29p.; Chris Sidoti is the Human Rights Commissioner and Acting Disability Discrimination Commissioner. For documents related to the National Inquiry into Rural and Remote Education Project, see RC 022 690-694.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Civil Rights; Culturally Relevant Education; Disabilities; Distance Education; Elementary Secondary Education; *Equal Education; Foreign Countries; Geographic Isolation; Higher Education; *Human Services; Indigenous Populations; Public Policy; *Rural Areas; Rural Urban Differences; *Rural Youth; Social Discrimination
IDENTIFIERS- Aboriginal Australians; *Access to Services; *Australia; Telecommunications Infrastructure

Bush Talks is an initiative of the Australian Human Rights and Equal Opportunity Commission that aims to identify the major human rights issues confronting rural and remote residents, to inform rural Australians about human rights, and to develop projects to advance human rights in rural Australia. This paper summarizes major issues raised by rural residents via 26 community hearings, 94 telephone comments, and 53 written submissions during 1998. These issues are: providing basic health services, ensuring fair access to education, meeting other essential needs, valuing children and young people, and building communities. Recurring themes are: consolidating services into larger regional centers has resulted in shortages of services and facilities that deprive rural residents of their rights; government funding of services on a per capita basis results in inadequate rural programs; and discrimination and insensitivity to Indigenous people, youth, aged people, immigrants, and those with disabilities leads to unequal treatment of these groups. Rural Australians do not have equal access to education. Distance education, although adequate for primary education, is a poor substitute for secondary education, and the telecommunications infrastructure is inadequate in much of rural Australia. Low expectations and culturally insensitive practices discourage Indigenous people from completing school, and students with disabilities or special needs are not well served. Tertiary education is available only in capital cities. Each section describes an issue, drawing on rural residents' comments, and presents proposals for addressing it, examples of successful initiatives, and forthcoming Commission projects addressing the issue. (TD)

ED 448 950   RC 022 690

individuals using the Internet rose by a third. Groups that have traditionally been digital have-nots are now making dramatic gains--the gap between rural households and households nationwide that have access to the Internet has narrowed; Blacks and Hispanics have shown impressive gains in Internet access; the disparity in Internet usage between men and women has largely disappeared; and individuals over the age of 50 experienced the highest growth rate in Internet usage of all age groups. Nonetheless, a digital divide remains--people with disabilities are half as likely to have access to the Internet as those without disabilities; the gap between the national average Internet access rate and rates for Black and Hispanic households has widened; those over the age of 50 are the least likely to be Internet users; two-parent households are nearly twice as likely to have Internet access as single-parent households; and rural areas are lagging behind urban areas in broadband penetration. E-mail is the most widely used Internet application; online shopping and bill paying are growing the fastest; low-income users were most likely to use the Internet to look for jobs; and schools, libraries, and other public access points continued to serve those who did not have access at home. (Contains 112 figures and 23 data tables.) (TD)

ED 448 967   RC 022 736

Beaulieu, Lionel J.
Rural Schools and the Workforce Investment Act. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Programs; *Disadvantaged Youth; Education Work Relationship; *Employment Services; Job Training; Labor Force Development; Postsecondary Education; *Rural Schools; Rural Youth; *School Role; Secondary Education; State Programs; *Youth Programs
IDENTIFIERS- ERIC Digests; *Workforce Investment Act 1998

The Workforce Investment Act (WIA) of 1998 authorized a comprehensive workforce improvement program that will significantly impact rural areas. Local schools can help shape implementation of WIA because of its principles of local participation, increased skills for workers, and improved youth programs. This digest focuses on WIA's major elements, with particular reference to the role that rural schools can play in local and statewide implementation planning. WIA seeks to invest in efforts that increase participants' employment and earnings, increase workers' occupational skills, help improve worker quality, and reduce welfare dependency. Rural schools have a host of youth development resources rarely present in other locally-based rural institutions. In addition, rural schools may be the most convenient sites for WIA's one-stop adult centers. Rural school administrators can be key players in WIA's implementation if they are willing to support the notion that rural schools are vital resources for meeting the workforce development needs of their communities. Program components of particular interest to rural educators are described: (1) local youth councils, characteristics of targeted youth, and required youth activities; (2) one-stop delivery system for adults (core, intensive, and training classroom and share experiences involving intellectual, academic, and social skills. "The Multigrade Classroom" is a seven-book series that provides an overview of current research on multigrade instruction, identifies key issues teachers face in a multigrade setting, and provides a set of resource guides for multigrade teachers. Book 6 focuses on developing skills and strategies in students that allow for a high level of independence and efficiency in learning. Students can be taught specific strategies that help them make decisions and solve problems on their own, process information effectively, become more reflective about their thinking and learning processes, set their own goals for personal development, and plan ways to achieve these goals. Sections discuss conditions of the learning environment that promote self-directed learning; aspects of student self-management related to self-directed learning (time management, effort management, and motivation); six types of cognitive activities occurring during self-directed learning; benefits of self-directed learning to students and teachers; classroom techniques and conditions that encourage self-directed learning and student motivation; and teacher and student activities for fostering developing self-direction in students. (Contains 28 references and 7 resources.) (SV)

ED 448 984   RC 022 775

Vincent, Susan, Ed.
The Multigrade Classroom: A Resource Handbook for Small, Rural Schools. Book 7: Planning and Using Peer Tutoring.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Institute of International Education, New York, NY.
PUB DATE- 99
NOTE- 39p.; Based on a 1989 publication of the same name by Bruce A. Miller. For related books in the series, see RC 022 770-775. Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Class Organization; *Classroom Techniques; Cross Age Teaching; Elementary Education; Elementary Secondary Education; Instructional Effectiveness; *Multigraded Classes; *Peer Teaching; *Tutoring

In multigrade instruction, children of at least a 2-year grade span and diverse ability levels are grouped in a single classroom and share experiences involving intellectual, academic, and social skills. "The Multigrade Classroom" is a seven-book series that provides an overview of current research on multigrade instruction, identifies key issues teachers face in a multigrade setting, and provides a set of resource guides for multigrade teachers. Book 7 discusses peer and cross-age tutoring and ways to develop a student tutoring program in the multigrade elementary classroom. In traditional single-grade classrooms, peer tutoring may occur on an incidental basis when one student seeks help from another. In the multigrade classroom, incidental tutoring is an encouraged and necessary instructional activity. Structured tutoring is even more effective than incidental tutoring. A research review outlines tutoring conditions producing the greatest success, what makes peer and cross-age tutoring effective, the benefits that student tutors derive from tutoring, common problems, and the units include: (1) Alligators and Crocodiles; (2) Ants; (3) Bats; (4) Bears; (5) Bees; (6) Bugs; (7) Butterflies and Moths; (8) Cats; (9) Cows; (10) Dinosaurs; (11) Dogs; (12) Dolphins; (13) Eagles; (14) Elephants; (15) Frogs; (16) Gorillas; (17) Hawks; (18) Lions; (19) Sharks; (20) Snakes; (21) Spiders; (22) Tigers; (23) Turtles and Tortoises; (24) Whales; (25) Cells; (26) Endangered Species; (27) Flowering Plants; (28) Food Chains and Food Webs; (29) Habitats; (30) Invertebrates; (31) Plant Parts; (32) Plant Processes; (33) Seeds; (34) Trees and Forests; and (35) Vertebrates. Physical science units include: (1) Electricity; (2) Forms of Energy; (3) Heat; (4) Light; (5) Magnetism; (6) Simple Machines; and (7) Sound. Earth science units include: (1) Air Pressure; (2) Climate; (3) Clouds; (4) Deserts; (5) Earthquakes; (6) Erosion; (7) Fossils; (8) Hurricanes; (9) Oceans; (10) Pollution; (11) Rainforests; (12) Rocks and Soil; (13) Seasons; (14) Storms; (15) Tornadoes; (16) Volcanoes; (17) Weather; (18) Weather Forecasting; (19) Weathering; and (20) Wetlands. Space science units include: (1) Asteroids; (2) Comets; (3) Constellations; (4) Earth: The Planet; (5) Solar System; (6) Mercury; (7) Venus; (8) Mars; (9) Jupiter; (10) Saturn; (11) Uranus; (12) Neptune; (13) Pluto; (14) Space Exploration; (15) Stars; (16) Sun and Moon; (17) Universe; and (18) Women in Space. The Human Body units include: (1) Brain and Nervous System; (2) Circulatory System; (3) Digestive System; (4) Diseases; (5) Excretory System; (6) Growing and Changing; (7) Keeping Healthy; (8) Muscular System; (9) Reproductive System; (10) Respiratory System; (11) Senses; and (12) Skeletal System. (YDS)

ED 449 005   SE 064 166

Pegollo, Carlos Alberto Goebel; Shiga, Alberto Akio
A Dynamic Action in the Engineering Teaching.
PUB DATE- 98
NOTE- 6p.; Paper presented at the Annual Meeting of the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Engineering Education; *Feedback; Foreign Countries; Higher Education; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Engineering Curriculum; *Feedback Control

The main proposal of this paper is to present research performed during a practical subject in the last year of the electrical engineer undergraduate course, emphasis in electrotechnics, at the Universidade Sao Judas Tadeu. Several activities are developed to provide the students variable and continued information about their performance in many important engineering skills, like leadership, vivacity, dynamism, reliability, speech, and synthesis capacity. Under the concept of feedback control systems, these techniques are made to reach the goal of meaningful engineering education. In this case, the system in point may be understood as "system learning" and has as a main action shield an informative and critical retroaction, not only at a technical level but also a competency one. The structure used is called canonical form of a feedback system. Under this structure, many of the system's aspects are shown, with parts being related, diagrammed, and discussed. In the end, some statistical results gathered between 1995-1997 will be shown, and a joint evaluation will be possible (Contains 16 references.) (YDS)

Approach; Higher Education; *Science and Society; Science Education; *Technology
IDENTIFIERS- *Science Technology Relationship; Technology Integration; Technology Plans

This document addresses goals set forth by "Technology for America's Economic Growth: A New Direction To Build Economic Strength". It highlights the important role technology plays in the American economy and the challenges faced in an increasingly competitive, technology-based global economy. This document describes Federal technology initiatives designed to stimulate economic growth and job creation in the United States. It also traces the evolution of U.S. technology policy, identifying milestones in that evolution from the Constitution of the United States to major legislation in the past decade. This document is divided into an executive summary and five chapters. Chapter 1 presents an overview of the piece. Chapter 2 contains information on the tradition of federal support for science and technology. Chapter 3 concerns national technology policy in an era of global economic competition. Chapter 4 discusses meeting the global competitive challenge and a national technology policy for the 21st century. Chapter 5 highlights challenges in the U.S. technology policy. (SAH)

ED 449 030 SE 064 484

Britton, Edward; Raizen, Senta; Kaser, Joyce; Porter, Andrew
Beyond Description of the Problems: Directions for Research on Diversity and Equity Issues in K-12 Mathematics and Science Education. National Institute for Science Education Forum (5th, Detroit, Michigan, May 2000).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Cultural Influences; *Diversity (Student); *Educational Research; Elementary Secondary Education; *Equal Education; Futures (of Society); *Mathematics Education; Racial Factors; *Science Education; Sex Differences

When entering this new millennium, educators and researchers need to know much more about how to address the increasingly acute diversity and equity issues in educating children in mathematics and science. This headline was the conclusion of the over 200 distinguished panelists, chairs, discussants, featured speakers, and participants who conferred at the May 2000 Annual Forum of the National Institute for Science Education (NISE). This report draws upon the papers, presentations, and discussions of the most recent NISE Forum. Chapters 2-4 are each based on a different source of information from the NISE Forum. Chapter 2 includes keynote speeches, chapter 3 presents papers by Forum panelists and remarks made by the panels' discussants, and chapter 4 provides information on the participants' small group discussions. The beginning of chapter 2--a synthesis of all the sources of information arising from the Forum--is the heart of this report. It emphasizes directions for future research on diversity and equity within the topics of course availability, assignment of students to courses and assignments of teachers; content, instructional practices, and assessments for diverse learners; effectiveness and scaling up of programs; and inadequate teacher preparation, induction, and professional development. The synthesis begins with a discussion of the need through the author's research, touching on concerns about epistemology and methodology, and by looking more closely at the application of discourse analysis to the research data. It concludes by addressing implications for art education curriculum. (Contains 22 references.) (BT)

ED 449 052 SO 032 009

Grafton, Lee
Including Asia in the Arts Curriculum: A Terra Incognita.
PUB DATE- 99
NOTE- 6p.; Paper presented at the InSEA World Congress: "Cultures and Transitions" (30th, Brisbane, Australia, September 21-26, 1999). Accompanying video not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Area Studies; *Art Education; Curriculum Development; *Educational Innovation; Foreign Countries; Global Approach
IDENTIFIERS- Asia; *Asian Art; Australia

The "new reality" of Australia's involvement with Asia has brought an added urgency to the call for curriculum inclusions that ensure appropriate and positive levels of Australian engagement with countries of the Asian region. This paper discusses the "Delors" report and considers its "Learning To Know, Learning To Do, Learning To Live Together and Learning To Be" framework in the context of the Asian-Pacific's place in Australian arts education. Highlighted is the Asia Education Foundation (AEF), established in 1992 as a national organization to promote Asian studies in Australian schools. (BT)

ED 449 053 SO 032 031

Barrowcliffe, Rosemary; Miller, Olga
Cultures and Transitions--Aboriginal Art Now and Then.
PUB DATE- 99
NOTE- 8p.; Paper presented at the InSEA World Congress: "Cultures and Transitions" (30th, Brisbane, Australia, September 21-26, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; Fine Arts; *Folk Culture; Foreign Countries; *Indigenous Populations; *Informal Education; Non Western Civilization
IDENTIFIERS- *Aboriginal Australians; *Australia; Historical Background

This paper discusses the pre-colonial aboriginal societies that in part established laws, customs, and history through art. The paper cites their artistic mediums and methods and explains that art among the aborigines was used for learning to know, learning to do, learning to live together, and learning to be. The paper describes the role of art in pre-colonial aboriginal societies under the following headings: Learning, Doing, Observation, Patience, Transition, Totems, Simple Logic, Art, Rules, X-Ray, Drawings, Etchings, The Professionals, Innovation, and Stone Arrangements and Carvings. (BT) taught in Spanish, and the supplementary materials (with a few exceptions) are written in Spanish. The units aim to introduce students to current-day Mexico and Guatemala. The Mexican unit provides learners with basic knowledge of Mexico's geography, political divisions, demographics, economics, and tourist/historical sites. The Guatemalan unit is broader in scope and could follow a unit on the classic Maya. Its general purpose is to develop in students an awareness of the effects of the Spanish conquest on the Guatemala of today. It consists of a brief historical survey, emphasizing the Ladino and indigenous people of Guatemala today, their characteristics, customs, and conflicts. Provides course objectives, unit outlines, and daily lesson plans. (BT)

ED 449 075 SO 032 440

Radkey, Tom
"Mayan Eyes Have Seen the Glory..." or "Please Don't Squeeze the Shaman!" An Interdisciplinary, Integrated, Thematic Study "Chaac" Full of Culture and "Jaded" History of the Mayan Civilization. Fulbright-Hays Summer Seminars Abroad Program, 2000 (Mexico/Guatemala).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 39p.; Many pages of the document contain faint type which may not be reproducible. Collaborative team members for this project: Cheryl Gettings, Rosey Graff, Bonnie Wilcoxson, Lou Beck, and Marylou Bowles-Banks.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Curriculum Development; Foreign Countries; Grade 6; Interdisciplinary Approach; Intermediate Grades; *Maya (People); Models; *Social Studies; Teamwork; Thematic Approach
IDENTIFIERS- Central America; Fulbright Hays Seminars Abroad Program; Mexico; Yucatan Peninsula

This curriculum unit, intended for students in grade 6, covers the Mayas, Mayan history, and ancient civilizations. The unit was developed using Roger Taylor's collaborative team model "Connecting the Curriculum: Using an Integrated, Interdisciplinary, Thematic Approach." The unit addresses multiple intelligences, brain research, constructivist models of learning, and E. D. Hirsch's cultural literacy terminology. The unit accounts for individual abilities so that all students can participate and be successful. Each thematic set of activities lists resources needed, the anticipatory set, the activity performed, and the product created. Resource lists contain poetry; people; books for students; books, periodicals, and software for teachers; and Web sites. (BT)

ED 449 076 SO 032 441

Karem, Kenny
Search for Tikal: Lost City of the Maya. Fulbright-Hays Summer Seminars Abroad Program, 2000 (Mexico and Guatemala).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

"'Help Me So That I May Help You': Women's Self-Help Movement"; and (10) "Women's Educational Experiences: Private and Public Discourses on Education in Kenya and Implications for Policy." Contains notes for each chapter and an extensive bibliography. (BT)

ED 449 098 SO 032 485

Ogawa, Masato
Sixth Grade Students' Development of Historical Perspective: World War II and the Atomic Bombing of Hiroshima and Nagasaki.
PUB DATE- 00
NOTE- 31p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (80th, San Antonio, TX, November 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Classroom Research; Empathy; Foreign Countries; Grade 6; *Historical Interpretation; Middle Schools; *Nuclear Weapons; *Perspective Taking; Qualitative Research; Skill Development; Social Studies; Teacher Role; *Teaching Methods; *World War II
IDENTIFIERS- Georgia; *Japan (Hiroshima); *Japan (Nagasaki)

This study investigated how the use of various teaching methods influenced perspective taking skills of sixth grade middle school students during a unit of instruction on World War II. Three questions directed the study: (1) What do students know about World War II prior to a unit of study on World War II; (2) What do students know about World War II after reading U.S. textbooks and participating in typical classroom activities; and (3) What happens to students' perspective taking skills as they engage in various activities, such as comparative textbook analysis or an oral history activity, related to the bombing of Hiroshima and Nagasaki in addition to the unit of study on World War II? One teacher and 44 culturally diverse students in two social studies classes in a rural Georgia public school participated in the study. A qualitative case study methodology was employed; qualitative data consisted of interviews, classroom observation and participation, and document analysis. Discusses two students in depth. (Contains 76 references.) (BT)

ED 449 099 SO 032 487

Grant, S. G.; Derme-Insinna, Alison; Gradwell, Jill; Lauricella, Ann Marie; Pullano, Lynn; Tzetzo, Katherine
Teachers, Tests, and Tensions: Teachers Respond to the New York State Global History Exam.
PUB DATE- 00
NOTE- 55p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (80th, San Antonio, TX, November 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Curriculum Development; *Educational Policy; Educational Research; Focus Groups; High Schools; Interviews; Social Studies; *Teacher Attitudes; *Teacher Response; *Testing Problems; World History
IDENTIFIERS- *Message Perception; *New York State Regents Examinations

This study focuses on how teachers are responding to changes in

IDENTIFIERS- Coaching; ERIC Digests

Reflective practice can be beneficial to preservice and inservice teacher professional development. This digest reviews the concept, levels, techniques for, and benefits of reflective practice. Donald Schon introduced the concept in 1987, and since then, many schools, colleges, and departments of education have begun designing teacher education and professional development programs based on this concept. Reflective practice has been defined in terms of action research. Coaching and peer involvement are two aspects of reflective practice seen most often at the preservice level. At the inservice level, critical reflection upon experience and serving as a coach or mentor to peers are effective techniques for professional development. There are many successful techniques for investing teaching practice with reflection. These include action research and portfolio development. The primary benefits of reflective practice for teachers is a deeper understanding of their own teaching style, and ultimately, greater effectiveness as teachers. Other specific benefits include the validation of a teacher's ideals, beneficial challenges to tradition, and respect for diversity in applying theory to classroom practice. (Contains 17 references.) (SM)

ED 449 121 SP 039 628

Anderson, Barbara Frye
School Health Education in a Multicultural Society. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Comprehensive School Health Education; Consciousness Raising; *Cultural Awareness; Cultural Differences; *Diversity (Student); Elementary Secondary Education; Health Behavior; *Multicultural Education; Student Attitudes
IDENTIFIERS- ERIC Digests; *Health Attitudes

School health education needs to build a broad base of awareness, tolerance, and sensitivity to different expressions of healthy behavior while maintaining scientific accuracy. This can only be accomplished through exposing children to the various types of health knowledge found in different cultures. Health education involves helping students: understand and love their own cultures, exploring what is taught about healthy behavior; examine how different cultures explain suffering, treatment of illness, and promotion of health; learn about and value differences in a systematic manner in order to search for common ground and establish shared values (by telling personal stories, presenting case studies, noting different health-related themes, discussing the shared value of food, examining body image, and looking at cultural beliefs about causes of illnesses); and understand the message that every American culture has unique strengths, knowledges, and wisdom concerning health. (Contains 10 references.) (SM)

ED 449 122 SP 039 632

Warner, Laverne; Craycraft, Ken; San Miguel, Trinidad

DESCRIPTORS- Academic Standards; Child Development; Decision Making; Educational Change; Educational Environment; *Educational Quality; Educational Technology; Elementary Secondary Education; *Faculty Development; Leadership; Learning Strategies; Organizational Change; Principals; Program Evaluation; School Culture; Student Evaluation; Teacher Collaboration; Teacher Improvement; *Teachers; Teaching Skills
IDENTIFIERS- *Learning Communities; *Learning Organizations; Teacher Knowledge

This paper introduces the purposes of school learning communities. Section 1, "Foundations of a Learning Community," presents a definition and discusses different approaches to reforming schools. Section 2, "Key Aspects of a Learning Community," highlights three components of learning communities (student learning, teacher learning, and collaborative learning); new conceptions of learning for all students (developmental aspects of learning; learning transfer; novice, competent, and expert learners; environmental and social conditions to promote learning; expert teachers; technology; assessment; and new conceptions of learning and learning communities); and teachers as learners (developmental considerations, socially constructed teacher learning, structural conditions for teacher learning, teacher learning focused on the whole system, and bringing together multiple perspectives on teacher learning to enhance professional development and student outcomes). This section also discusses a collaborative culture (incentives and opportunities for collaboration to build knowledge, a climate favoring continuous school improvement, and transformational leadership by school principals). Section 3, "An Approach to Implementing Data-Based Decision Making," describes the KEYS (Keys to Excellence for Your Schools) initiative, which provides an instrument and guidelines for facilitating the self-study process. Section 4 presents "Suggested Readings." Two appendixes offer the NPEAT principles of professional development and a description of KEYS. (SM)

ED 449 142   SP 039 717

Linn, Marcia C.; Hsi, Sherry
Computers, Teachers, Peers: Science Learning Partners.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 460p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Computer Uses in Education; Cooperative Learning; Educational Research; *Educational Technology; *Faculty Development; Lifelong Learning; Science Education; *Science Instruction; Science Teachers; Secondary Education; Secondary School Science; Student Research; Teacher Improvement; Teaching Methods; Thinking Skills
IDENTIFIERS- Autonomous Learning

This book discusses making science accessible to all students, noting the role of computers as learning partners. It provides theoretical and practical insights into learning, assessment, and technology, exploring innovative ways to support students' multiple pathways in learning. It draws on experience with the Computers as Learning Partner Project, highlighting four students who moved uniquely through the project's curriculum

Injuries in the Homes of the Elderly: A Look at Current Research and a Case Study of Home Care Recipients in a Rural Area" (Shally Gimenez, Dale O. Ritzel, and Mark J. Kittleson); "Social Policy and the Aged: Implications for Health Planning, Health Education, and Health Promotion" (Elaine T. Jurkowski and Martin B. Tracy); "The Need and Challenge To Address the Greatest Threat to Health and Well-Being in Our Time" (Daniel Leviton); "A Changing Landscape: Health Issues among Minority Elders in the United States" (Kim H. Miller); "Physical Activity and the Healthy Older Adult" (Sally Perkins); "Enhancing the Quality of the Later Years: Nutrition and Aging" (Lori W. Turner, Marjorie Fitch-Hilgenberg, Ro DiBrezzo, and Jeanne Bleeker); and "Medication Issues in Aging" (Barbara W. K. Yee and Gayle D. Weaver). (SM)

ED 449 162   SP 039 893

Barnes-Johnson, Joy M.
In-site Insight: A Look at Professional Development in Montclair, New Jersey.
PUB DATE- 01
NOTE- 81p.; Paper developed as a result of a presentation at the Annual Meeting of the National Middle School Association (27th, St. Louis, MO, November 2-4, 2000).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Collegiality; Educational Innovation; *Faculty Development; Inservice Teacher Education; Mentors; Middle School Teachers; Middle Schools; *Teacher Collaboration; *Teacher Improvement
IDENTIFIERS- *Montclair Public Schools NJ

Motivated by education reform and state-mandated inservice training, New Jersey's Montclair Public School District created a staff development model that uses teachers as resources for their own professional growth. This model utilizes the expertise of an elementary math, intermediate language arts, and secondary science teacher in the formation of a resource team of professional developers. As teachers on special assignment, the resource team works closely with key administrative personnel in areas of curriculum, parental involvement, staff development, and overall student achievement. This paper shares the results of the initial phase of this new model of professional staff development in the Montclair Public Schools. Montclair is a magnet school system with a highly diverse student population of 6,000 students. A historical perspective is provided which describes the process for fostering collegiality and implementing innovative pedagogical practices in the middle level classroom. This model represents a paradigm shift. One of the reasons the model has been successful is because of the team diversity across grade level and subject. This diversity has helped cultivate continuity and eliminate gaps common to many isolated models of staff development. Sample flyers, presentation overheads, and supplementary resources are attached. (Author/SM)

ED 449 163   TM 031 841

Glass, Gene V., Ed.
Education Policy Analysis Archives, 2000.
PUB DATE- 00
NOTE- 984p.; "Education Policy Analysis Archives" is an electronic-only journal covered on an article-by-article basis

Characteristics in Restructuring High School Students' Frameworks of Gaseous Kinetics in Korea: A Psychological Point of View.
PUB DATE- 00
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; Ecology; Epistemology; Foreign Countries; *High School Students; High Schools; Kinetics; Knowledge Level; *Psychological Characteristics
IDENTIFIERS- *Conceptual Level; Gases; *Koreans; South Korea

This study was conducted to describe in detail Korean students' conceptual change learning processes in the study of kinetic theory of gases. The study was interpretive, using multiple data sources to achieve a triangulation of data. Three students from a public high school for boys served as representative cases. How epistemological aspect and the psychological component of conceptual ecology influenced concept change for these students was studied. The most influential component of conceptual ecology differed according to the conceptual type of the student. There is a need to view both the epistemological and psychological aspects of conceptual change as simultaneously independent and reciprocal and as generated and developed while interacting with each other. The results of this study suggest that conceptual ecology cannot be described from just one point of view. This finding is related to the constructional principle of an individual learner's intellectual environment and the individual's history of learning. (Contains 6 figures, 3 tables, and 15 references.) (Author/SLD)

ED 449 185 TM 032 293

Apthorp, Helen S.
Dimensions of Learning Evaluation for Kirkland School District.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Critical Thinking; Educational Practices; Elementary Secondary Education; Outcomes of Education; Program Evaluation; School Districts; Student Attitudes; Student Surveys; Teacher Attitudes; Teacher Surveys; *Teachers; *Teaching Methods

In spring of 2000, about 70 teachers and their students in a northeastern school district completed surveys about Dimensions of Learning practices and outcomes. Dimensions of Learning is a comprehensive approach to teaching and learning developed over a 10-year period (R. Marzano, 1992). Survey items focused on Dimensions 1 (attitudes and perceptions) and 5 (habits of mind). Results reflected teachers' self-assessed level of use for practices from Dimensions 1 and 5, classroom mean ratings of intended outcomes of Dimensions 1 and 5 as reported by students, and possible linkages between the two. Teachers on average demonstrated advanced levels of implementation for Dimension 1 practices, but they demonstrated only beginning levels of use for Dimension 5, developing students' habits of mind. Students reported qualities associated with Dimension 1 to a moderate or great degree, but reported moderate qualities

NOTE- 57p.; Sponsored by the Northern Virginia Chapter of Phi Delta Kappa International.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Tests; Elementary Secondary Education; *Standardized Tests; *Test Construction; Test Interpretation; Test Use

This fastback provides information about what tests can and cannot do, how they are constructed, and how they are used and misused. It offers suggestions about how best to interpret test results. The chapters are: (1) "A Test on Testing"; (2) "Basic Considerations"; (3) "Standardized Tests"; (4) "Performance Tests"; (5) "Interpreting Test Scores"; and (6) "Conclusion." (SLD)

ED 449 206 TM 032 349

Miller-Whitehead, Marie
Do Teacher Salaries Make a Difference? Tennessee Teachers' Salaries and Student Achievement in the Year 2000.
PUB DATE- 00
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Prediction; Public Schools; Report Cards; *Teacher Salaries
IDENTIFIERS- *Tennessee

The 2000 Tennessee School Systems Report Card data for 138 Tennessee public school systems were examined to identify variables that predict student performance in reading, language arts, mathematics, science, social studies, writing, high school competency examinations, attendance, and graduation. The dependent variable was school system grade point average (GPA), computed from grades assigned to each school system in each of the graded areas for students in grades K-5 and 7-12. Predictor variables were system per pupil expenditure, system size, percent local funding, percent low income students, percent ethnicity, and school system average teacher salary. A hierarchical regression analysis with school system GPA as the dependent variable results in an "R squared" of 0.62 and adjusted R squared of 0.60, F(6,129)=34.909, p 0.001 on step 1 of the analysis, with teacher salary having the most positive effect on student achievement and system size and percent of students on free and reduced price meal having the most significant negative effect. Teacher salary was then regressed on per pupil expenditure, system size, percent local funding, percent students on free and reduced price meal, and percent white student. The analysis yielded an R squared of 0.80 and an adjusted R squared of 0.79, F(5,131)=104.005, p 0.001. As expected, teacher salary was highly correlated with percent local funding, per pupil expenditure, and county per capita income. Larger school systems were slightly more likely to have higher teacher salaries, but not at a statistically significant level, and systems with larger percentages of students on free or reduced price meals were significantly more likely to have lower teacher salaries. Percent of white students in the system has a negative effect on teacher salary, but not at a significant level. Two appendixes contain a chart of the with data from other age groups (e.g., ages 4-11). Furthermore, because the scales reviewed in this article differed in terms of various special features, such as validity scales and clinical norms, clinicians should carefully consider the match between the purposes of the assessment and the instrument used. (Contains 4 tables and 11 references.) (Author/SLD)

ED 449 229 TM 032 374

Highlen, Pamela S.; Bean, Mary Clay; Sampson, Mark G.
Preliminary Development of the Gay and Lesbian Oppressive Situations Inventory-Frequency and Effect (GALOSI-F & -E).
PUB DATE- 00
NOTE- 32p.; Paper presented at the Annual Meeting of the American Psychological Association (108th, Washington, D.C., August 4-8, 2000). Contains areas of light print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Higher Education; *Homosexuality; *Measures (Individuals); *Social Discrimination; Test Construction
IDENTIFIERS- Exploratory Factor Analysis

This paper is the first of a series reporting on the development and validation of the Gay and Lesbian Oppressive Situations Inventory-Frequency and the Gay and Lesbian Oppressive Situations Inventory-Effect (GALOSI-F and GALOSI-E). To generate items, 8 focus groups of lesbians (n=13) and gay men (n=19) were conducted. An expert panel of three lesbians and one gay man evaluated the items developed. The GALOSI was posted on a Web page until 607 respondents completed the inventory. Missing data, which resulted when participants chose the "nonapplicable" response option, precluded the use of exploratory factor analysis for the entire data set. Separate exploratory factor analyses and reliability estimates were conducted for each of seven hypothesized GALOSI factors. Items were assigned to the following categories based on the examination of the first GALOSI data set and the literature: (1) Couples Issues; (2) Danger to Safety; (3) Exclusion, Rejection, and Separation; (4) Internalized Homonegativity; (5) Restricted Opportunities and Rights; (6) Stigmatizing and Stereotyping; and (7) Verbal Harassment and Intimidation. Through these analyses, the GALOSI-F was reduced to 49 items and the GALOSI-E was reduced to 47 items. For both instruments, Couples Issues and Restricted Opportunities and Rights scales evidenced problems, suggesting that these two scales need to be refined. However, for the remaining five scales, adequate preliminary scale structure and reliabilities were obtained. For the GALOSI-F, alphas ranged from 0.63 to 0.88; for the GALOSI-E, alphas ranged from 0.77 to 0.93. Neither the GALOSI-F nor the GALOSI-E was significantly correlated with socially desirable responding. Additional studies are underway to examine the structural and convergent validity of the GALOSI. (Contains 3 tables and 18 references.) (Author/SLD)

ED 449 230 TM 032 375

Adams, James M.
Creative Uses of Factor Analysis in Psychotherapy Research: Past Examples and Future Possibilities.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green,

(Mathematics)
IDENTIFIERS- *National Assessment of Educational Progress

This study compared the performance of English language learners and native speakers of English on mathematics word problems from the National Assessment of Educational Progress (NAEP) tests and investigated whether modifying the linguistic structures in the test items affected student test performance. The study began with the analysis of existing NAEP data. These analyses strongly suggested that students' language background impacts their performance. Two separate field studies were then conducted. For the first, a study of student perceptions, 36 eighth graders from the greater Los Angeles area were interviewed. These students were administered the original mathematics items and parallel revised items (with simplified language) in a structured interview format to investigate their perceptions and preferences. In the second field study, the Accuracy Test Study, 1,174 eighth graders took paper-and-pencil mathematics tests with 10 original NAEP items, 10 items with linguistic modifications, and 5 noncomplex control items. Overall, results show that students in the English as a Second Language categories, especially those in the lower levels, had considerably lower mathematics performance than other students. Revising the items to make them less linguistically complex helped some students, although such improvement was not statistically significant. (Contains 44 references.) (SLD)

ED 449 251 UD 033 935

Ong, Paul M., Ed.
The State of Asian Pacific America: Transforming Race Relations. A Public Policy Report, Volume IV.
PUB DATE- 00
NOTE- 500p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Asian Americans; *Cultural Awareness; *Pacific Americans; Racial Discrimination; Racial Identification; *Racial Relations

The papers in this collection respond to the importance of race in U.S. society by providing a comprehensive, multidisciplinary empirical analysis of the diverse ways in which Asian Pacific Americans are redefining and transforming contemporary U.S. race relations. Following a preface by Don T. Nakanishi and J. D. Hokoyama, the chapters are: (1) "The Asian Pacific American Challenge to Race Relations" (Paul M. Ong); (2) "'Who Are You Calling Asian?' Shifting Identity Claims, Racial Classifications, and the Census" (Yen Le Espiritu and Michael Omi); (3) "Racial Attitudes and the Color Line(s) at the Close of the Twentieth Century" (Taeku Lee); (4) "Fu Manchu Lives! Asian Pacific Americans as Permanent Aliens in American Culture" (Robert Lee); (5) "Residential Patterns of Asian Pacific Americans" (Tarry Hum and Michela Zonta); (6) "From Vincent Chin to Joseph Ileto: Asian Pacific Americans and Hate Crime Policy" (Karen Umemoto); (7) "Asian Pacific Americans and Human Rights/Relations Commissions" (Pauline Agbayani-Siewert); (8) "The Affirmative Action Divide" (Paul M. Ong); (9) "Asians and Race Relations in Britain" (Shamit Saggar); (10) "Asians and Race Relations in Australia" (Christine Inglis); (11) "Multiracial Collaborations and Coalitions" (Leland T. Saito and Edward J. W. Park); and (12) "Reaching toward Our Higher Aspirations: The President's Initiative on Race" (Angela Oh). Each chapter contains references. (Contains 26 tables and 10 figures.) (SLD)

Quebec. The researchers listened to each recorded conversation and tabulated the number of distinct, individual French and English words (spoken both by the children and their parents). Data analysis indicated that the children's home language preference in Louisiana shifted from predominantly French to overwhelmingly English as they moved from pre-adolescence into early adolescence. However, throughout the 5 years, during summers immersed in French-speaking Quebec, the children's language preference shifted from English to French within weeks. The researchers conclude that the children's preference for English in Louisiana related to the increasing influence of the external, American peer environments. Parental linguistic influence on the children waned over the 5 years. (Contains 13 references.) (SM)

ED 449 270 UD 033 957

Reyes, Maria de la Luz, Ed.; Halcon, John J., Ed.
The Best for Our Children: Critical Perspectives on Literacy for Latino Students. Language and Literacy Series.
PUB DATE- 01
NOTE- 258p.; Foreword by Sonia Nieto.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adolescents; Bilingualism; Children; Culturally Relevant Education; *Diversity (Student); Elementary Secondary Education; Equal Education; *Hispanic American Students; Limited English Speaking; *Literacy Education; Minority Group Children; Parent Child Relationship; Political Influences; Sociocultural Patterns; Spanish Speaking; Teacher Role; Urban Schools
IDENTIFIERS- *Biliteracy

This collection of papers brings together the foremost leading authorities and scholars on the issue of literacy for Latino students. After an "Introduction" (Maria da la Luz Reyes and John J. Halcon), there are 14 chapters in three parts. Part 1, "Sociocultural, Sociohistorical, and Sociopolitical Context of Literacy" includes: (1) "The Diversity of Schooling: A Cultural-Historical Approach" (Luis C. Moll); (2) "Teacher as Sociocultural, Sociohistorical Mediator: Teaching to the Potential" (Esteban Diaz and Barbara Flores); (3) "The Need for Educators with Political and Ideological Clarity: Providing Our Children with 'The Best'" (Lilia I. Bartolome and Maria V. Balderrama); and (4) "Mainstream Ideology and Literacy Instruction for Spanish-Speaking Children" (John J. Halcon). Part 2, "Biliteracy, Hybridity, and Other Literacies," includes: (5) "Starting Off Right: Planting the Seeds for Biliteracy" (Maria Echiburu Berzins and Alice E. Lopez); (6) "Unleashing Possibilities: Biliteracy in the Primary Grades" (Maria de la Luz Reyes); (7) "Literacy as Hybridity: Moving beyond Bilingualism in Urban Classrooms" (Kris D. Gutierrez, Patricia Baquedano-Lopez, and Hector H. Alvarez); and (8) "Hooked on Writing: Linking Literacy to Students' Lived Experiences" (Eloise Andrade Laliberty). Part 3, "Reading the Word by Reading the World," includes: (9) "Strategic Reading for Language-Related Disabilities: The Case of a Bilingual Latina Student" (Robert T. Jimenez); (10) "Reflections on the Power of Spanish: Confessions from the Field" (Carmen I. Mercado); (11) "Reading Adolescents/Adolescent Reading: Toward Critically Literate Latino Youth" (Roberta Maldonado); (12) "Literacy Development of Latino Students: Using Our Present Realities To Shape Our Futures" (Bobbi Ciriza Houtchens); (13) "It's about YOUth! Chicano High School Students Revisioning

ED 449 290 UD 033 978

Mokuau, Noreen; Kameoka, Velma A.; Kupuna, Abbie Napeahi; Kelly, Terry; Burgess, Paula-Ann; Kamiyama, David; Young, Kawen T.; Galea'i, Kenneth Elifasa; Natividad, Lisalinda; Dobbin, Jay; Oneisom, Innocente; Mason, Michael
Responding to Pacific Islanders: Culturally Competent Perspectives for Substance Abuse Prevention. CSAP Cultural Competence Series 8. Special Collaborative Edition.
PUB DATE- 98
NOTE- 193p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Children; *Cultural Influences; *Cultural Relevance; Family Programs; Hawaiians; *Health Promotion; Health Services; *Pacific Islanders; Program Evaluation; Psychometrics; *Substance Abuse
IDENTIFIERS- Chamorros; Micronesians; *Risk Reduction; Samoans

This monograph addresses issues of concern to primary health care practitioners, policy makers, and evaluators wishing to broaden access to quality substance abuse prevention services for Pacific Islanders. It is devoted exclusively to health issues affecting Pacific Islanders, who often lack access to comprehensive health care because of financial, language, and cultural barriers. It discusses cultural accessibility as a tool to evaluate how effectively health services respond to the unique needs of Pacific Islanders. The eight papers are: (1) "Health and Well-Being for Pacific Islanders: Status, Barriers, and Resolutions" (Noreen Mokuau); (2) "Reality and Vision: A Cultural Perspective in Addressing Alcohol and Drug Abuse among Pacific Islanders" (Noreen Mokuau); (3) "Psychometric Evaluation of Measures for Assessing the Effectiveness of a Family-Focused Substance Abuse Prevention Intervention among Pacific Island Families and Children" (Velma A. Kameoka); (4) "Ho'omau Ke Ola: 'To Perpetuate Life as It Was Meant To Be'" (Ho'oipo DeCambra, Wende Elizabeth Marshall, and Mari Ono); (5) "Culture as a Protective Factor in Two Prevention Programs for Hawaiians" (Abbie Nepeahi Kupuna, Terry Kelly, Paula-Ann Burgess, David Kamiyama, and Noreen Mokuau); (6) "Samoans in California: A Perspective on Drug Use and Other Health Issues" (Kawen T. Young and Kenneth Elifasa Galea'i); (7) "Chamorros: Recognizing a People and Their Issues with Substance Abuse" (Noreen Mokuau and Lisalinda Natividad); and (8) "Drugs in Micronesia" (Jay Dobbin, Innocente I. Oneisom, and Michael Mason). (Papers contain references.) (SM)

ED 449 291 UD 033 979

Snyder, Howard N.
Juvenile Arrests, 1999. Juvenile Justice Bulletin.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Age Differences; *Delinquency; Homicide; *Juvenile Justice; Racial Differences; Rape; Sex Differences; Stealing; Violence; Youth Problems
IDENTIFIERS- *Arrests; *Juvenile Crime

This bulletin presents a summary and analysis of national and state juvenile arrest data for 1999. Data come from the FBI's annual "Crime in the United States" report, which offers the estimated number of crimes reported to law enforcement agencies. The 1999 murder rate was the lowest since 1966. Of the nearly 1,800 juveniles murdered in 1999, 33 percent were under 5 years of age, 66 percent were male, 51 percent were white, and 52 percent were killed with firearms. The juvenile share of violent crime decreased in 1999. Twenty-seven percent of juvenile arrests were of females. Juvenile arrests disproportionately involved minorities. The chance of being murdered varied with age, gender, and race. Juvenile arrests for violence in 1999 were the lowest in a decade. Juvenile arrests for property crimes declined substantially in recent years. Juvenile arrests for curfew and loitering violations increased 113 percent between 1990-99. Arrests of juveniles accounted for 12 percent of all violent crimes cleared by arrest in 1999. Most juveniles arrested were referred to court. (SM)

ED 449 292 UD 033 981

Sammartino, Frank J.
Federal Income Tax Cuts and Low-Income Families.
SPONS. AGENCY- George Gund Foundation, Cleveland, OH.
PUB DATE- 01
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Family Income; Federal Government; *Low Income Groups; *Tax Credits; Tax Deductions; Tax Rates; *Taxes
IDENTIFIERS- Earned Income Tax Credit

This report identifies overall tax burdens faced by low income families, explaining how those burdens would change if certain types of federal income tax cuts were enacted. Using detailed household-level data on incomes and taxes, the report shows how federal income and payroll taxes differ for low income families and how these families benefit from certain features of the income tax, such as the Earned Income Tax Credit (EITC). The report examines five tax cut options that are representative of recent proposals, comparing the benefits for low income families with those for higher income taxpayers. They are: an across-the-board reduction in marginal tax rates; an increase in standard deductions and in the income range for the lowest tax bracket; an increase in the child tax credit; an expansion of the earned income tax credit; and a new refundable payroll tax credit. The analysis highlights the effect of such tax cuts on average tax rates rather than marginal ones. Overall, options to increase the EITC or to create a new refundable payroll tax credit are the most beneficial to low income working families. The other three options provide very little benefit to low income families. (SM)

ED 449 293 UD 033 982

Sheppard, David; Grant, Heath; Rowe, Wendy; Jacobs, Nancy
Fighting Juvenile Gun Violence. Juvenile Justice Bulletin.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; *Adolescents; *Delinquency; *Guns; *Juvenile Justice; Program Development; Program Evaluation;

*Violence; Youth Problems; Youth Programs
IDENTIFIERS- *Juvenile Crime; Juvenile Justice Delinquency Prevention Office

This bulletin describes the Office of Juvenile Justice and Delinquency Prevention's efforts to fight juvenile gun violence. The Office awarded four community demonstration grants to implement "Partnerships To Reduce Juvenile Gun Violence." Partnership goals include increasing the effectiveness of existing strategies by enhancing and coordinating prevention, intervention, and suppression efforts and strengthening linkages among community residents, law enforcement personnel, and juvenile justice professionals. These programs help reduce youth's illegal access to guns; reduce the incidence of youth carrying guns illegally and committing gun-related crimes; increase youth awareness of the consequences of gun violence; increase community residents' participation in youth violence reduction; and increase and coordinate services and resources for at-risk youth. Three sites developed and implemented seven program strategies: firearms suppression, juvenile justice, communication, positive opportunities, education, public information, and community mobilization. A national evaluation team provided technical assistance and assessment via capacity-building. Lessons learned include: a comprehensive and accurate needs assessment is critical to strategic planning; partnerships should develop a comprehensive plan using the logic model process; and partnerships can use performance data to inform planners as they refine their gun violence strategies. To date, each site has successfully developed a comprehensive plan. (Contains 13 references.) (SM)

ED 449 294 UD 033 983

Morley, Elaine; Rossman, Shelli B.; Kopczynski, Mary; Buck, Janeen; Gouvis, Caterina
Comprehensive Responses to Youth At Risk: Interim Findings from the SafeFutures Initiative. Summary.
PUB DATE- 00
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Community Programs; *Crime Prevention; Day Programs; *Delinquency; Females; Mental Health Programs; Mentors; *Violence; Youth Problems; *Youth Programs
IDENTIFIERS- Gangs; *Juvenile Crime; Juvenile Justice Delinquency Prevention Office

This report describes lessons learned over the initial 3 years of the implementation of the Office of Juvenile Justice and Delinquency Prevention's SafeFutures Program To Reduce Juvenile Delinquency and Youth Violence, a 5-year demonstration initiative designed to prevent and control juvenile delinquency through a continuum of care in communities. The report is based on information obtained through multiple visits by evaluators to each of the SafeFutures communities during the first 3 years; follow up discussions with selected participants; and analyses of secondary documents. The report presents details on each of the programs, which focused on after school support; mentoring; family support; mental health services; delinquency prevention; gang-free schools and communities; day-treatment programs; continuum-of-care services for at-risk and delinquent girls; and serious, violent, and chronic juvenile offender programs. Lessons learned are grouped according to three

categories reflecting three primary audiences: those responsible for creating or managing funded demonstration projects; those involved in community-based collaboratives; and those responsible for providing services to youth at high risk of delinquency, violence, and victimization of their families. (Contains 115 references.) (SM)

Aase, Laila

Writing as Cultural Competence: A Study of the Relationship between Mother Tongue and Foreign Language Learning within a Framework of Learner Autonomy. CLCS Occasional Paper.
56p. 1mf. L2 ED 448 606

Abbott, John

Community as the Web of Learning.
21p. 1mf. L1 ED 448 276

Abbott, Lesley

"Put the Baby Genius Kits in the Bin" (Ted Wragg, 2000): What Did the Geniuses Say?
12p. 1mf. L1 ED 448 917

Abedi, Jamal

Confounding of Students' Performance and Their Language Background Variables.
19p. 1mf. L1 ED 449 250

Abrams, Gloria June

UWA Secondary Education Tutoring Project for the West Alabama Learning Coalition.
25p. 1mf. L1 ED 448 423

Achacoso, Michelle

Collaborative Action Team Process: Bringing Home, School, Community, and Students Together To Improve Results for Children and Families. Final Research Report.
305p. 4mf. L1 ED 449 258

Adams, Gina

Who's Caring for Our Youngest Children? Child Care Patterns of Infants and Toddlers. Occasional Paper Number 42. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
48p. 1mf. L1 ED 448 908

Adams, James M.

Creative Uses of Factor Analysis in Psychotherapy Research: Past Examples and Future Possibilities.
19p. 1mf. L1 ED 449 230

Adams, Kurt

The Components of an Effective Mathematics and Science Middle School: Standards, Teaching Practices, and Professional Development.
113p. 2mf. L1 ED 449 032

Adams, Sandra Honda

Integrating Multimedia Techniques into CS Pedagogy.
7p. 1mf. L1 ED 448 695

A Short Guide to Standardized Testing. Fastback 459.
57p. 1mf. L2 ED 449 205

Bradshaw, George

The Importance of College Choice Factors from the Perspective of High School Counselors. ASHE Annual Meeting Paper.
21p. 1mf. L1 ED 448 677

Brady, Henry E.

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S0032031	ED449053
S0032036	ED449054
S0032037	ED449055
S0032038	ED449056
S0032039	ED449057
S0032040	ED449058
S0032042	ED449059
S0032062	ED449060
S0032081	ED449061//
S0032139	ED449062
S0032140	ED449063
S0032141	ED449064
S0032142	ED449065
S0032185	ED449066
S0032193	ED449067
S0032229	ED449068//
S0032335	ED449069
S0032338	ED449070
S0032421	ED449071
S0032429	ED449072
S0032436	ED449073
S0032439	ED449074
S0032440	ED449075
S0032441	ED449076
S0032442	ED449077
S0032443	ED449078
S0032444	ED449079
S0032446	ED449080
S0032447	ED449081
S0032448	ED449082
S0032449	ED449083
S0032450	ED449084
S0032451	ED449085
S0032452	ED449086
S0032462	ED449087
S0032463	ED449088
S0032464	ED449089
S0032465	ED449090
S0032466	ED449091
S0032467	ED449092
S0032468	ED449093
S0032475	ED449094
S0032478	ED449095
S0032481	ED449096
S0032483	ED449097//
S0032485	ED449098
S0032487	ED449099
S0032488	ED449100
S0032490	ED449101
S0032491	ED449102
S0032492	ED449103
S0032501	ED449104
S0032503	ED449105
S0032504	ED449106
S0032505	ED449107
S0032506	ED449108
S0032507	ED449109
S0032508	ED449110

CE081091	ED448320
CE081092	ED448321
CE081094	ED448322
CE081096	ED448323
CE081097	ED448324
CE081098	ED448325
CE081099	ED448326
CE081100	ED448327
CE081104	ED448328
CE081105	ED448329
CE081106	ED448330
CE081107	ED448331
CE081109	ED448332
CE081110	ED448333
CE081111	ED448334
CE081115	ED448335
CE081116	ED448336
CE081118	ED448337
CE081124	ED448338
CE081125	ED448339
CE081126	ED448340
CE081127	ED448341
CE081128	ED448342
CE081129	ED448343
CE081130	ED448344
CE081131	ED448345
CE081144	ED448346
CE081145	ED448347
CE081149	ED448348//
CE081153	ED448349
CE081161	ED448350
CE081162	ED448351
CE081163	ED448352
CE081164	ED448353
CE081165	ED448354
CE081166	ED448355
CE081167	ED448356
CE081177	ED448357

CG - Counseling and Student Services

CG028966	ED448358
CG030506	ED448359
CG030514	ED448360
CG030515	ED448361
CG030516	ED448362
CG030517	ED448363
CG030518	ED448364
CG030519	ED448365
CG030522	ED448366
CG030524	ED448367
CG030534	ED448368
CG030535	ED448369
CG030538	ED448370
CG030542	ED448371
CG030544	ED448372
CG030546	ED448373
CG030547	ED448374
CG030548	ED448375
CG030550	ED448376//
CG030551	ED448377//
CG030568	ED448378
CG030570	ED448379
CG030571	ED448380

SO032509	ED449111
SO032515	ED449112
SO032516	ED449113
SO032521	ED449114//
SO032527	ED449115
SO032538	ED449116

SP - Teaching and Teaching Education

SP038153	ED449117
SP039617	ED449118
SP039618	ED449119
SP039619	ED449120
SP039620	ED449121
SP039632	ED449122
SP039673	ED449123
SP039698	ED449124//
SP039699	ED449125//
SP039700	ED449126//
SP039701	ED449127//
SP039702	ED449128//
SP039703	ED449129//
SP039705	ED449130//
SP039706	ED449131//
SP039707	ED449132//
SP039708	ED449133
SP039709	ED449134//
SP039710	ED449135//
SP039711	ED449136//
SP039712	ED449137
SP039713	ED449138
SP039714	ED449139
SP039715	ED449140
SP039716	ED449141
SP039717	ED449142//
SP039720	ED449143
SP039721	ED449144
SP039722	ED449145
SP039723	ED449146//
SP039726	ED449147
SP039730	ED449148
SP039732	ED449149
SP039733	ED449150//
SP039734	ED449151
SP039736	ED449152//
SP039737	ED449153
SP039738	ED449154
SP039739	ED449155
SP039740	ED449156
SP039742	ED449157
SP039743	ED449158
SP039744	ED449159
SP039747	ED449160//
SP039748	ED449161
SP039893	ED449162

TM - Assessment and Evaluation

TM031841	ED449163
TM032242	ED449164
TM032243	ED449165
TM032244	ED449166
TM032245	ED449167
TM032246	ED449168

CG030573	ED448381
CG030576	ED448382
CG030577	ED448383
CG030578	ED448384
CG030580	ED448385
CG030585	ED448386
CG030588	ED448387
CG030591	ED448388
CG030598	ED448389
CG030601	ED448390
CG030602	ED448391
CG030604	ED448392//
CG030605	ED448393
CG030607	ED448394
CG030608	ED448395
CG030609	ED448396
CG030610	ED448397
CG030612	ED448398
CG030615	ED448399
CG030619	ED448400
CG030620	ED448401
CG030622	ED448402
CG030625	ED448403
CG030628	ED448404

CS - Reading, English, and Communication

CS013987	ED448405//
CS013988	ED448406//
CS014157	ED448407
CS014158	ED448408
CS014168	ED448409
CS014171	ED448410
CS014174	ED448411
CS014180	ED448412
CS014181	ED448413
CS014183	ED448414
CS014184	ED448415
CS014185	ED448416
CS014186	ED448417
CS014187	ED448418
CS014192	ED448419
CS014193	ED448420
CS014194	ED448421
CS014206	ED448422
CS014207	ED448423
CS014208	ED448424
CS014209	ED448425
CS014210	ED448426
CS014211	ED448427
CS014213	ED448428
CS014214	ED448429
CS014215	ED448430
CS014216	ED448431
CS014218	ED448432
CS014233	ED448433
CS014234	ED448434
CS014235	ED448435
CS014329	ED448436//
CS217118	ED448437//
CS217128	ED448438//
CS217134	ED448439//
CS217254	ED448440//
CS217255	ED448441

TM032247	ED449169
TM032248	ED449170
TM032249	ED449171//
TM032252	ED449172
TM032253	ED449173
TM032254	ED449174
TM032255	ED449175//
TM032256	ED449176
TM032257	ED449177
TM032258	ED449178
TM032260	ED449179
TM032261	ED449180
TM032262	ED449181
TM032290	ED449182
TM032291	ED449183
TM032292	ED449184
TM032293	ED449185
TM032294	ED449186
TM032295	ED449187
TM032296	ED449188
TM032297	ED449189
TM032298	ED449190
TM032299	ED449191
TM032300	ED449192
TM032302	ED449193//
TM032304	ED449194
TM032305	ED449195
TM032306	ED449196
TM032307	ED449197
TM032308	ED449198
TM032309	ED449199
TM032310	ED449200
TM032311	ED449201
TM032312	ED449202
TM032313	ED449203
TM032314	ED449204
TM032315	ED449205
TM032349	ED449206
TM032352	ED449207
TM032353	ED449208
TM032354	ED449209
TM032355	ED449210
TM032356	ED449211
TM032357	ED449212
TM032358	ED449213
TM032359	ED449214
TM032360	ED449215
TM032361	ED449216
TM032362	ED449217
TM032363	ED449218
TM032364	ED449219
TM032365	ED449220
TM032366	ED449221
TM032367	ED449222
TM032368	ED449223
TM032369	ED449224
TM032370	ED449225
TM032371	ED449226
TM032372	ED449227
TM032373	ED449228
TM032374	ED449229
TM032375	ED449230
TM032376	ED449231
TM032377	ED449232

CS217256	ED448442
CS217306	ED448443
CS217307	ED448444
CS217308	ED448445
CS217309	ED448446
CS217310	ED448447
CS217321	ED448448//
CS217322	ED448449//
CS217323	ED448450
CS217324	ED448451
CS217325	ED448452
CS217326	ED448453
CS217327	ED448454
CS217329	ED448455
CS217331	ED448456
CS217332	ED448457
CS217334	ED448458
CS217340	ED448459
CS217341	ED448460
CS217344	ED448461
CS217345	ED448462
CS217346	ED448463
CS217352	ED448464
CS217355	ED448465
CS217358	ED448466
CS217359	ED448467
CS217360	ED448468
CS217361	ED448469
CS217362	ED448470
CS217365	ED448471
CS217366	ED448472
CS217367	ED448473
CS217368	ED448474
CS217372	ED448475
CS510437	ED448476
CS510448	ED448477
CS510450	ED448478
CS510474	ED448479
CS510475	ED448480
CS510477	ED448481
CS510479	ED448482
CS510480	ED448483
CS510482	ED448484
CS510483	ED448485
CS510484	ED448486
CS510486	ED448487
CS510487	ED448488
CS510488	ED448489
CS510489	ED448490
CS510490	ED448491
CS510492	ED448492
CS510495	ED448493

EA - Educational Management

EA029205	ED448494
EA030016	ED448495
EA030709	ED448496
EA030710	ED448497
EA030714	ED448498
EA030717	ED448499
EA030759	ED448500
EA030760	ED448501
EA030761	ED448502

TM032378	ED449233
TM032380	ED449234

UD - Urban Education

UD032903	ED449235
UD033762	ED449236
UD033840	ED449237
UD033895	ED449238
UD033918	ED449239
UD033923	ED449240
UD033924	ED449241
UD033925	ED449242
UD033926	ED449243
UD033927	ED449244
UD033928	ED449245
UD033929	ED449246
UD033930	ED449247
UD033931	ED449248
UD033932	ED449249
UD033934	ED449250
UD033935	ED449251//
UD033936	ED449252
UD033937	ED449253
UD033938	ED449254
UD033939	ED449255
UD033940	ED449256
UD033941	ED449257
UD033942	ED449258
UD033945	ED449259
UD033946	ED449260
UD033947	ED449261
UD033949	ED449262
UD033950	ED449263
UD033951	ED449264
UD033952	ED449265
UD033953	ED449266
UD033954	ED449267
UD033955	ED449268
UD033956	ED449269
UD033957	ED449270//
UD033958	ED449271//
UD033959	ED449272
UD033960	ED449273
UD033962	ED449274
UD033963	ED449275
UD033964	ED449276
UD033965	ED449277
UD033966	ED449278
UD033967	ED449279
UD033968	ED449280
UD033969	ED449281
UD033970	ED449282//
UD033971	ED449283
UD033972	ED449284
UD033973	ED449285
UD033974	ED449286
UD033975	ED449287
UD033976	ED449288
UD033977	ED449289
UD033978	ED449290
UD033979	ED449291
UD033981	ED449292
UD033982	ED449293

EA030762	ED448503
EA030763	ED448504
EA030764	ED448505
EA030765	ED448506//
EA030766	ED448507
EA030767	ED448508
EA030768	ED448509//
EA030769	ED448510
EA030770	ED448511
EA030772	ED448512
EA030773	ED448513
EA030787	ED448514
EA030788	ED448515
EA030789	ED448516
EA030790	ED448517
EA030791	ED448518
EA030792	ED448519
EA030793	ED448520
EA030794	ED448521
EA030795	ED448522
EA030796	ED448523
EA030797	ED448524
EA030798	ED448525
EA030799	ED448526
EA030800	ED448527
EA030801	ED448528
EA030802	ED448529
EA030803	ED448530
EA030804	ED448531
EA030806	ED448532
EA030807	ED448533
EA030808	ED448534
EA030809	ED448535
EA030810	ED448536
EA030811	ED448537//
EA030813	ED448538
EA030816	ED448539
EA030818	ED448540

EC - Disabilities and Gifted Education

EC308155	ED448541
EC308156	ED448542//
EC308157	ED448543
EC308158	ED448544
EC308159	ED448545//
EC308160	ED448546//
EC308161	ED448547
EC308162	ED448548
EC308163	ED448549
EC308164	ED448550
EC308165	ED448551
EC308166	ED448552
EC308167	ED448553
EC308168	ED448554
EC308169	ED448555//
EC308170	ED448556
EC308172	ED448557
EC308173	ED448558
EC308174	ED448559
EC308175	ED448560
EC308176	ED448561
EC308177	ED448562
EC308178	ED448563

EC308179	ED448564
EC308181	ED448565
EC308182	ED448566
EC308183	ED448567
EC308184	ED448568
EC308185	ED448569
EC308186	ED448570
EC308187	ED448571

EF - Eric Facility

EF005299	ED448572
EF005808	ED448573
EF005820	ED448574
EF005821	ED448575
EF005822	ED448576
EF005823	ED448577
EF005824	ED448578
EF005825	ED448579
EF005826	ED448580
EF005827	ED448581
EF005828	ED448582
EF005831	ED448583
EF005832	ED448584
EF005833	ED448585
EF005889	ED448586//
EF005890	ED448587//
EF005904	ED448588
EF005905	ED448589
EF005934	ED448590

FL - Language and Linguistics

FL026393	ED448591
FL026482	ED448592
FL026514	ED448593
FL026515	ED448594
FL026516	ED448595
FL026518	ED448596//
FL026519	ED448597
FL026520	ED448598
FL026521	ED448599
FL026522	ED448600
FL026533	ED448601
FL026534	ED448602
FL026535	ED448603
FL026537	ED448604
FL026539	ED448605
FL026540	ED448606
FL026541	ED448607
FL026543	ED448608
FL026544	ED448609
FL026545	ED448610//
FL801419	ED448611
FL801420	ED448612
FL801421	ED448613

HE - Higher Education

HE033011	ED448614
HE033624	ED448615//
HE033625	ED448616
HE033626	ED448617
HE033627	ED448618

HE033628	ED448619//
HE033629	ED448620//
HE033630	ED448621//
HE033631	ED448622//
HE033632	ED448623//
HE033633	ED448624//
HE033634	ED448625
HE033635	ED448626
HE033636	ED448627
HE033637	ED448628
HE033638	ED448629
HE033639	ED448630
HE033640	ED448631
HE033641	ED448632
HE033642	ED448633
HE033643	ED448634
HE033644	ED448635
HE033645	ED448636
HE033646	ED448637
HE033647	ED448638
HE033648	ED448639
HE033649	ED448640
HE033650	ED448641
HE033651	ED448642
HE033652	ED448643
HE033653	ED448644
HE033654	ED448645//
HE033655	ED448646//
HE033656	ED448647//
HE033657	ED448648//
HE033658	ED448649//
HE033659	ED448650
HE033660	ED448651
HE033661	ED448652
HE033662	ED448653
HE033663	ED448654
HE033664	ED448655
HE033665	ED448656
HE033666	ED448657
HE033667	ED448658
HE033668	ED448659
HE033669	ED448660
HE033670	ED448661
HE033671	ED448662
HE033672	ED448663
HE033674	ED448664
HE033675	ED448665//
HE033676	ED448666//
HE033678	ED448667
HE033679	ED448668
HE033680	ED448669
HE033681	ED448670
HE033682	ED448671
HE033683	ED448672
HE033684	ED448673
HE033685	ED448674
HE033686	ED448675
HE033687	ED448676
HE033688	ED448677
HE033689	ED448678
HE033690	ED448679
HE033691	ED448680

IR - Information and Technology

IR020068	ED448681//
IR020418	ED448682
IR020419	ED448683
IR020446	ED448684//
IR020447	ED448685//
IR020448	ED448686//
IR020449	ED448687//
IR020450	ED448688//
IR020451	ED448689//
IR020453	ED448690
IR020454	ED448691
IR020455	ED448692
IR020456	ED448693
IR020457	ED448694
IR020458	ED448695
IR020459	ED448696
IR020460	ED448697
IR020461	ED448698
IR020462	ED448699
IR020463	ED448700
IR020464	ED448701
IR020465	ED448702
IR020466	ED448703
IR020467	ED448704
IR020468	ED448705
IR020469	ED448706
IR020470	ED448707
IR020471	ED448708
IR020472	ED448709
IR020473	ED448710
IR020474	ED448711
IR020475	ED448712
IR020476	ED448713
IR020477	ED448714
IR020478	ED448715
IR020479	ED448716
IR020480	ED448717
IR020481	ED448718
IR020482	ED448719
IR020483	ED448720
IR020484	ED448721
IR020485	ED448722
IR020486	ED448723
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IR020488	ED448725
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IR020490	ED448727
IR020491	ED448728
IR020492	ED448729
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IR020496	ED448733
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IR020499	ED448736
IR020500	ED448737
IR020501	ED448738
IR020502	ED448739
IR020503	ED448740
IR020504	ED448741
IR020505	ED448742
IR020506	ED448743

IR020507	ED448744
IR020508	ED448745
IR020509	ED448746
IR020510	ED448747
IR020511	ED448748
IR020512	ED448749
IR020513	ED448750
IR020514	ED448751
IR020515	ED448752
IR020516	ED448753
IR020517	ED448754
IR020518	ED448755
IR020519	ED448756
IR020520	ED448757
IR020521	ED448758
IR020522	ED448759
IR020523	ED448760
IR020524	ED448761
IR020525	ED448762
IR020526	ED448763
IR020527	ED448764
IR020531	ED448765
IR020532	ED448766
IR020533	ED448767//
IR020534	ED448768//
IR020535	ED448769
IR057876	ED448770//
IR057908	ED448771
IR057928	ED448772//
IR057929	ED448773//
IR057931	ED448774//
IR057932	ED448775//
IR057933	ED448776//
IR057934	ED448777//
IR057935	ED448778//
IR057936	ED448779//
IR057937	ED448780//
IR057940	ED448781
IR057941	ED448782
IR057958	ED448783
IR057959	ED448784
IR057960	ED448785
IR057961	ED448786
IR057962	ED448787
IR057963	ED448788
IR057964	ED448789
IR057965	ED448790
IR057966	ED448791
IR057969	ED448792

JC - Community Colleges

JC000643	ED448793
JC000644	ED448794
JC010064	ED448795
JC010066	ED448796
JC010067	ED448797
JC010068	ED448798
JC010069	ED448799
JC010070	ED448800
JC010071	ED448801
JC010072	ED448802
JC010073	ED448803
JC010074	ED448804

JC010075	ED448805
JC010076	ED448806
JC010078	ED448807
JC010079	ED448808
JC010080	ED448809
JC010081	ED448810
JC010082	ED448811
JC010083	ED448812
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JC010085	ED448814
JC010086	ED448815
JC010087	ED448816
JC010088	ED448817
JC010089	ED448818
JC010090	ED448819
JC010092	ED448820
JC010093	ED448821
JC010094	ED448822
JC010095	ED448823
JC010097	ED448824
JC010098	ED448825
JC010099	ED448826
JC010100	ED448827
JC010101	ED448828
JC010102	ED448829
JC010103	ED448830
JC010104	ED448831
JC010105	ED448832
JC010107	ED448833
JC010108	ED448834
JC010109	ED448835
JC010110	ED448836
JC010111	ED448837
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JC010117	ED448839
JC010118	ED448840
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JC010120	ED448842
JC010121	ED448843
JC010122	ED448844
JC010123	ED448845
JC010124	ED448846
JC010125	ED448847
JC010126	ED448848
JC010127	ED448849
JC010129	ED448850
JC010130	ED448851
JC010131	ED448852
JC010132	ED448853
JC010133	ED448854

PS - Elementary and Early Childhood Education

PS028642	ED448855//
PS028787	ED448856
PS029055	ED448857
PS029057	ED448858//
PS029070	ED448859//
PS029076	ED448860
PS029080	ED448861
PS029081	ED448862
PS029083	ED448863
PS029084	ED448864
PS029086	ED448865

PS029088	ED448866
PS029089	ED448867
PS029090	ED448868
PS029091	ED448869
PS029092	ED448870
PS029093	ED448871
PS029094	ED448872
PS029095	ED448873
PS029096	ED448874
PS029097	ED448875
PS029101	ED448876
PS029102	ED448877
PS029103	ED448878
PS029104	ED448879
PS029105	ED448880
PS029106	ED448881
PS029107	ED448882
PS029108	ED448883
PS029109	ED448884
PS029110	ED448885
PS029111	ED448886//
PS029112	ED448887
PS029113	ED448888
PS029114	ED448889
PS029115	ED448890
PS029116	ED448891
PS029117	ED448892
PS029118	ED448893
PS029119	ED448894
PS029120	ED448895
PS029121	ED448896//
PS029122	ED448897//
PS029123	ED448898//
PS029124	ED448899
PS029125	ED448900
PS029126	ED448901
PS029127	ED448902
PS029128	ED448903
PS029129	ED448904//
PS029130	ED448905
PS029131	ED448906
PS029132	ED448907
PS029133	ED448908
PS029136	ED448909
PS029137	ED448910//
PS029138	ED448911
PS029139	ED448912//
PS029140	ED448913//
PS029142	ED448914
PS029143	ED448915//
PS029144	ED448916//
PS029145	ED448917
PS029146	ED448918
PS029147	ED448919
PS029148	ED448920
PS029149	ED448921
PS029150	ED448922
PS029152	ED448923
PS029153	ED448924
PS029155	ED448925
PS029156	ED448926
PS029157	ED448927
PS029159	ED448928
PS029160	ED448929

PS029161	ED448930//
PS029163	ED448931//
PS029164	ED448932//
PS029165	ED448933
PS029166	ED448934//
PS029167	ED448935
PS029171	ED448936
PS029174	ED448937
PS029175	ED448938
PS029179	ED448939
PS029185	ED448940//
PS029186	ED448941//

RC - Rural Education and Small Schools

RC021433	ED448942
RC022094	ED448943
RC022147	ED448944
RC022148	ED448945
RC022629	ED448946
RC022684	ED448947
RC022687	ED448948
RC022689	ED448949
RC022690	ED448950
RC022691	ED448951
RC022692	ED448952
RC022693	ED448953
RC022694	ED448954
RC022702	ED448955
RC022703	ED448956
RC022704	ED448957
RC022705	ED448958
RC022716	ED448959
RC022718	ED448960
RC022719	ED448961
RC022720	ED448962//
RC022723	ED448963
RC022724	ED448964
RC022725	ED448965
RC022726	ED448966
RC022736	ED448967
RC022737	ED448968
RC022742	ED448969
RC022743	ED448970
RC022750	ED448971
RC022751	ED448972
RC022753	ED448973
RC022765	ED448974
RC022766	ED448975
RC022767	ED448976
RC022768	ED448977
RC022769	ED448978
RC022770	ED448979
RC022771	ED448980
RC022772	ED448981
RC022773	ED448982
RC022774	ED448983
RC022775	ED448984
RC022790	ED448985//
RC022791	ED448986//
RC022794	ED448987
RC022795	ED448988
RC022796	ED448989
RC022797	ED448990

RC022799	ED448991
RC022801	ED448992

SE - Science, Mathematics, and Environmental Education

SE061847	ED448993
SE063532	ED448994
SE063762	ED448995//
SE063837	ED448996
SE063891	ED448997
SE063893	ED448998
SE064008	ED448999
SE064016	ED449000
SE064039	ED449001
SE064092	ED449002
SE064132	ED449003//
SE064156	ED449004//
SE064166	ED449005
SE064167	ED449006
SE064169	ED449007
SE064321	ED449008//
SE064322	ED449009//
SE064334	ED449010
SE064348	ED449011
SE064353	ED449012//
SE064354	ED449013
SE064357	ED449014//
SE064363	ED449015
SE064371	ED449016
SE064373	ED449017
SE064374	ED449018
SE064375	ED449019
SE064376	ED449020
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SE064385	ED449023
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SE064479	ED449026
SE064480	ED449027
SE064481	ED449028
SE064482	ED449029
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SE064486	ED449031
SE064487	ED449032
SE064489	ED449033
SE064490	ED449034
SE064492	ED449035
SE064500	ED449036
SE064502	ED449037
SE064507	ED449038
SE064511	ED449039
SE064513	ED449040
SE064514	ED449041
SE064515	ED449042
SE064545	ED449043//
SE064546	ED449044

SE - Science, Mathematics, and Environmental Education

SE064547	ED449045

SO - Social Studies/Social Science Education

SO031479	ED449046